

CHAPTER TWO

LITERATURE REVIEW

1.1 Previous Studies

To complete this research, researcher used some previous study that relevant according to what the researcher wants to do. The first entitled is about "*YouTube Videos on EFL College Students' Listening Comprehension*" by Chien et al (2020). This article aims to explore the effects of used YouTube as a supplementary material for EFL college students. The study aims to reveal the improvement of students' listening comprehension after 5 weeks of treatment and the students participating in this study are all Taiwanese, aged between 18-20 years old, with a good level of English language proficiency. To get results from studies, researchers ask students to do pre tests as well as post tests, also the researchers use questionnaire and provide it to them in order to understand students' views and thinking through integrating YouTube into courses too. In findings, the results provide a post test, pre test, and questionnaire to students. The result found that YouTube surely improved students' English listening comprehension.

The second article is about "*The use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students*" by Saed et al (2021). This research investigates the efficiency of utilizing YouTube videos to improve speaking skills to English as a Foreign Language (EFL) Jordanian students. The research sample included 80 students enrolled in Speaking Skills classes at a private institution in

Jordan's English Language and Literature Department. The control group and an experimental group of 40 students each were formed from the volunteers. The experimental group was taught via YouTube videos, meanwhile the control group was taught using the standard method. The two groups each received a pre-test and a post-test. Four TEFL professionals were requested to score the students' performance using the IELTS speaking band descriptions, which are divided into four major classifications: fluency and coherence, lexical resource, grammatical range and correctness, and pronunciation. The data revealed that both groups' performance had increased. Therefore, as compared to the control group, the experimental group performed much higher. The findings revealed considerable improvements in the speaking abilities of the students who participated in the YouTube research. Pronunciation and fluency & coherence were the two most clearly improved of the four constructs under evaluation in the performance of the YouTube experimental group. The current study suggests that YouTube videos be taught in the EFL classroom to enhance students' speaking skills.

The third research is about *"University Students' Perceptions of YouTube Usage in (ESL) Classrooms"* by Zaidi et al (2018). The goal of this study was to look into the students' interests and perceptions of using YouTube to learn English. This research is a descriptive study that employs a quantitative method in the form of a questionnaire survey that administered to undergraduate students. According to the findings of the study, students frequently used YouTube to help them learn English. As a result, it is suggested that both teachers and students incorporate YouTube into a variety of classroom activities to improve learning outcomes and

provide an engaging and authentic learning environment. It can be inferred that students chose to watch English YouTube videos to improve their English language proficiency.

The fourth research is about "*Using YouTube to Evaluate and Practice English Skills: A Case Study of Blended Learning*" by Fachriyah et al (2020). The purpose of this paper is to describe the concept and implementation of evaluation and practice using YouTube as a strategy in teaching English skill, as well as to determine the impact of student attitude. This study employs both online and offline methods of blended learning. Blended learning is an innovative concept that combines the benefits of both offline face-to-face teaching and online teaching learning through the use of YouTube as a social media platform. Online practice and evaluation of English skill for a specific object are conducted. For each object material, the activity in offline class discussion. This study invite students complete a questionnaire to provide feedback on their YouTube experiences. According to the findings of this survey-based research, when students practice using YouTube before publishing a video, they are better prepared and have explored their abilities. This paper discovered that YouTube could be a good platform for incorporating English practice, and that the YouTube application can assist them in expressing their ideas.

And the fifth research is "*Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19*" by Syafiq et al (2021). The purpose of this research is to discover how YouTube

videos can be used to improve students' speaking skills, as well as how the teaching and learning process can be implemented in the classroom using YouTube videos. The data was gathered through a speaking evaluation and an interview, and then evaluated using a constant comparative approach and descriptive statistics. According to the findings of this study, using YouTube videos as English learning material improved students' speaking skills in terms of fluency, vocabulary, pronunciation, grammar, and content. It can be inferred that using YouTube videos during online learning in pandemic Covid -19, that can help students develop their speaking skills.

Based on several previous studies, it is possible to conclude that there are many similarities between the previous study and the current study or research that researchers wish to conduct in this study. From several previous studies, it was intended to benefit from the YouTube platform in the process of learning teaching, and researchers want to find if YouTube also provides benefits for students in doing learning especially when online learning is being conducted during the pandemic. The majority of previous research collected data through questionnaires and observations, the same approach will be used as a data analysis tool to help the qualitative design in the form of a case study.

1.2 Theoretical Framework

1.2.1 English Language Teaching

The fact that English is becoming increasingly vital, if not mandatory, in all nations throughout the world for people to interact successfully with one another has raised awareness that English must be learned and taught in and outside of

schools. One of the required subjects in high school is English (Mandasari, 2017). English is the first foreign language that Indonesian students must acquire starting at the age of 10 and continuing until university. There are currently no standardized standards for judging whether or not a student has learned English successfully.

In Indonesia, English as a foreign language is required in senior high school. The implementation's goal is to reach the informational level of literacy, which requires students to be able to use English to access acquired knowledge and to communicate in both casual and formal situations. The ability to use an appealing method in English class is a challenge for the educator.

Meanwhile, there is another entertaining technique for teaching English to Indonesian senior high school students: employing English videos. When teacher use English videos to teach English, they not only provide students with visual or audio assistance, but they also provide them with both auditory and visual aspects at the same time. Furthermore, a video may be used by a teacher to educate students various skills such as listening, speaking, and writing.

2.2.2 Concept of Speaking

Speaking is an interactive technique that involves to use that means to obtain and provide information in every word. Speaking, according to a variety of individuals, is more interesting than listening in terms of providing knowledge to various people. It is important for a person to be able to communicate effectively in order to engage through day activities (Oktaviani, 2016).

Speaking, according to Cameron (2001), is the process of actively using one's language to convey one's meaning so that other people can comprehend it. In a variety of contexts, the term "Speakme" refers to the process of enhancing and enhancing the communication of ideas through the utilization of verbal and non verbal gestures.

According to Yunita (2015), speaking is a two-way approach between the sound system and also the listener that could incorporate both producing and receptive capacities of information. Speaking a second language (L2) is frequently regarded as the most challenging of the four abilities. Students must assemble their thinking and incorporate those concepts in the vocabulary and grammatical structures of the target language while communicating (Pratiwi and Ayu 2020).

Speaking ability, according to Harmer (2001), is not just awareness of language features, but also capacity to process data and language "just on field." It necessitates the capacity to collaborate with in control of speaking turns and nonverbal communication. It occurs in the actual world, with little chance for elaborate planning. As a result, efficiency is essential to achieve the conversation's purpose.

Speaking, according to Cameron (2001), is also necessary for organizing the conversation so that if the listener knows what the speaker is saying. Speaking is essential for language students since it is the primary mode of communication. They are required to be able to communicate in English properly, effectively, and

admirably in everyday situations. The most crucial skill that students must learn is speaking, and the capacity to communicate in English clearly and efficiently correlates to students' student achievement (Sari, 2018). Based on the foregoing explanations, the researcher concludes that speaking is the most crucial skill to learn in order to communicate with others so that we can convey our thoughts and the listeners can comprehend everything we said.

According to Harris (1974), there are five characteristics of speaking skills that need to be considered:

a) Comprehension

To start oral communication, the subject must respond and speak.

b) Grammar

Grammar is also used to learn the correct technique to achieve skill in both spoken and written language. At this moment, students must develop correct pronouncements in communication.

c) Vocabulary

The correct diction needed in communication is referred to as vocabulary. The limited vocabulary is also a barrier that stops learners from acquiring a language, resulting in ineffective communication and expression of ideas both orally and in writing.

d) Pronunciation

When speaking, pronunciation is a technique for producing clearer language. A phonological process that relates to a grammatical aspect made up of the parts and

rules that determine how different sounds and patterns in a language are correlated.

e) Fluency

The capability to read, speak, or write easily, fluently, and expressively is referred to as fluency. It indicates the speaker's ability to read, interpret, and answer in a clear and concise manner while connecting meaning and context.

2.2.3 Concept of Media

A teacher must use media when teaching English, especially to young students, to enhance the fun and excitement of the lessons. As a result, teaching media are presumed to assist teachers in making lessons more appealing and understandable for students (Sadiman, et.al, 2009). Students' attention can be triggered and their learning can be motivated by using teaching media in a method. Some uses of media in education are suggested by Sudjana and Rivai (1997).

The first benefit of using teaching media is that it will draw students' attention and encourage more active participation in the teaching and learning process. The second benefit is that in order for students to achieve their learning objectives, it also clarifies and creates the learning material acceptable for them. And the third, students are more likely to participate because they pay attention to the teachers' explanations and engage in other activities like observing, displaying, and others. In other words, they can pick up knowledge from doings like taking notes, giving answers, and exchanging ideas, and hopefully the learning process will become more interesting.

2.2.4 Concept of YouTube For Teaching Media

Chad Hurley, Steve Chen, and Jawed Karim, all former PayPal employees, founded YouTube in February 2005 as a prominent video-sharing website. YouTube became one of the fastest-growing websites on the Internet in the summer of 2006, with over 65,000 new video uploads. YouTube is a video platform that allows anyone with an Internet connection to watch and upload videos for free. As a result, worldwide video streaming and production are increasing, allowing YouTube to retain a strong position in the video-sharing industry (Chien, et al 2020).

In many universities and colleges around the world, YouTube has become an effective tool (Zaidi, et al 2018). YouTube can be used as a teaching tool at any stage of the learning process. We may use it to find videos to use as authentic content or for brainstorming purposes only, as well as for assessment (Fachriyah, et al 2019).

- Advantages of YouTube

YouTube is regarded as a valuable resource because it can be used both inside and outside of the classroom. The use of YouTube in the classroom captures students' attention and makes language learning more engaging. Students may also use YouTube to present what they've learned by creating a video and sharing it with the class. The usage of YouTube material in class increases student enthusiasm and attentiveness. Using YouTube videos in conjunction with other teaching methods including lectures, readings, and discussions can increase overall

understanding and, as a result, grades. Can obtain free, high quality lecture material. Students may leave comments and ask questions about videos on YouTube.

- Disadvantages of YouTube

YouTube has the potential to easily distract students and take them off topic. Students may be confused by the language level used in the videos. YouTube does not have a control system. Students may have difficulty comprehending the language used in videos. Usually YouTube cost much internet data. Not all YouTube videos are trustworthy. While searching for resources, students can come across inappropriate content.

YouTube has many roles to help students learn, especially during online study at the time of the pandemic, teachers often provide videos or links from videos of learning materials, or videos of others' opinions on the same subject material, as well as assignment explanation videos to be obtained on YouTube. In classrooms, YouTube videos play an important role in language instruction (Fleck, et al 2014).

Almurashi (2016) stated that the usage of YouTube in English language learning plays a critical role in assisting students in comprehending their English classes. It can help students perform better in English classes and upgrade their levels. It also has a significant role to help students learn, and not only do videos have the advantage for studying, students can also use YouTube to search for materials, a full material discussion video, an exercise in problem.

In several ways, YouTube has aided the agendas of online and distance learning (Novawan, et al 2020). Riswandi (2016) believes that students can improve their speaking skills and gain enthusiasm to learn further about English by watching videos on YouTube. The acquisition of speaking skills by students, as well as the score they will gain, demonstrates the improvements.

YouTube, according to (Kabooha and Elyas, 2018), is an internet medium that has a significant impact on education. It also provides instant access to educational materials, cultural videos, and languages from around the world. YouTube has been one of the social media platforms which can improve English language skills, notably in speaking and listening.

2.2.5 Teaching Speaking Using YouTube

In today's sophisticated era, it is certain that the use of the internet is very common in the environment, including in the school environment. The usage of appealing media can arouse enthusiasm, fresh curiosity, and have a good impact on student psychology improvement. Educators can use the media to create a conducive environment for students during teaching and learning process.

There are numerous media that may be employed in this globalisation era by leveraging the internet of either video or sound media. In this study, video media was used as the medium. The curriculum must be considered while selecting video material for use in learning activities.

The use of media must be able to support learning activities that help students obtain the competences they desire. Students must be able to achieve learning objectives with the help of instructional video material. Students can learn facts and knowledge about a given course of action through audio visual media such as video and internet. YouTube is a video platform that is quite popular among students.

In February 2005, three PayPal workers, Chad Hurley, Steve Chen, and Jawed Karim, launched YouTube, a video sharing website (video sharing) or service provider of numerous popular videos. When an user views YouTube, content will surface in the form of types, categories, and channels with links that may be accessed based on the user's needs. By integrating new systems, the video acquired from YouTube that is utilized as a media can assist in explaining, adding, entertaining, and motivating students in learning.

By simply inserting the video Link on the YouTube site to be picked, the online teaching and learning process becomes more effective (Zulhijah, 2020). Before showing clips to students, the educator should analyze and assess them firstly. Listening, speaking, reading, and writing are the four components of English language learning. These four features are intertwined.

Writing, for example, is inextricably linked to reading since, in order to write, one must first be able to read. Someone must be capable of writing if they read quite a lot. Oral language activities that are associated with language symbols include aspects of listening and speaking. When discussing ideas verbally, information is

conveyed through language's sound or tones, however when listening to concepts or information, information is transmitted by speech or sound as well as the platform (Zulhijah, 2020).

Teachers can use YouTube in conducting English learning in class, by using YouTube as a tool in providing material to be conveyed, whether it's about speaking, reading or listening. The teacher could also use the time in the process for learning by selecting the right video from the curriculum that is being used.

In order for students to feel confident and interact with other students, the instructor must also be an appropriate learning model for them. On YouTube there are lots of videos about English learning materials, therefore teachers can use this platform in the learning process.

Students may feel more responsible and in control of their learning if they are taught through media, because everyone realizes that media has several benefits, teachers in their classes should think about what media they will provide to their students during the teaching and learning process. According to Almurashi (2016), the procedure of YouTube in English language instruction plays a critical role in assisting students in comprehending their English lessons.

Moreover, Watkin and Wilkins (2011) state that utilizing YouTube within or outside of the classroom can benefit students' speaking, listening, and pronunciation abilities. Then, according to Riswandi (2016), using YouTube

videos can assist students to enhance their speaking abilities while also motivating them to study more about English.

Students can learn more quickly and feel much more confident in engaging with the lesson since they focus on not only their speaking abilities but also on their comprehending. Furthermore, viewing films inadvertently assists students in learning grammar in an automated manner. The feedback from the speakers in YouTube-based videos, who are generally native English speakers, was extremely well received by the students. In fact, many teachers expect that their students enjoy their time in the classroom as then they not just to study but then also understand the lesson (Suprayogi & Pranoto, 2020).

The procedure of teaching using YouTube, the step that the teacher does first is doing the standard dictogloss practice while using video to improve student comprehension. Before carrying out the lesson in class, the teacher must produce a short explanation text based on the contents of a selected YouTube video.

Stage 1: Preparation

The teacher describes every phase of the activities that the class will conduct that day and prepares the students by presenting the topic and relevant language from the book. Students might alternatively be asked to come up with a list of words that they believe are related to the issue. But first, teachers should do a little bit of ice breaking to warm up the students in the classroom.

Stage 2: Dictation

The students must listen to a text read by the teacher at least twice. This is standard practice for them not to write this during the initial hearing to optimize possible understanding and obtain a sense of the entire text. And during second listening, the students can take notations to aid in their reconstruction of the text, and after the reading, they begin to reconstruct the text independently. Following that, the students should write an explanation text based on the video they watched.

Stage 3: Reconstruction

Students work in a team to recreate the text. Following that, one team will deliver their material in front of the class, while the others will provide remarks or ideas. Teachers may decide to present the video on which the explanatory text is developed at this moment. The reason for this is that pupils are now at the most difficult section of the exercise, which means that motivation to complete the assignment may begin to weaken. Offering students a video of the material they just heard is a great way to motivate them since they can match their ideas to the image along with their notes. The images in the movie might also serve as a reminder of what they left out of their dictation.

Stage 4: Conclusion

During this stage, teachers analyze the content that they offer for students in the classroom and encourage them to end it. Following that, the teacher assigns an assignment to the students. The session then comes to a close.

2.2.6 Research Hypothesis

Based on the literature review and theoretical framework, hypotheses could be established in this study. The hypothesis is as follows:

Alternative Hypothesis (Ha) : There is a significant of using YouTube in students speaking skills.

Null Hypothesis (H0) : There is no significant effect of using YouTube in student speaking skills.