

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This research focuses on offline learning that has been researched by several previous researchers. In this case, the previous study from previous researchers was used to find out the novelty in order to support the result of the previous study. Because now, after improving technology, there are also several application media that are often used by most people, one of which is YouTube. In the process of listening, the use of video media gives its own impression. Technology plays a vital role in societies and it can be used for many aspects of daily life (Almurashi, 2016).

On YouTube, there are lots of interesting videos about lessons or for entertainment, it is common for students to use this application, so they are not unfamiliar with the application. Therefore, the researcher wants to use the media that is often used by these students to make it easier and see how much the significant of this media is to increase students' listening power when learning foreign languages, especially English. The researcher has summarized several studies that are relevant to the relationship in this study.

The study was conducted by Cahyaningsih (2012) entitled *“Teaching Listening Narrative Text Through YouTube Audio Video to the Tenth Grade Students of SMAN 1 Mejubo Kudus”*. The purpose of this research was because that very interested in using video to teach listening comprehension of the students. The method that used on this study is an experimental research, the researcher uses post-test only control group. The population is the tenth grade students of SMA N 1 Mejubo Kudus in the academic year 2011/2012. This study uses cluster random sampling to get the sample. The result of this research shows that there is a significant to improve students listening comprehension using YouTube

videos, because it would be interesting media to teach listening using this media. So, it can be improve students listening comprehension.

According to Rahayu, Rozak, & Ermawati (2020) who conducted a study entitled "*Senior High School Students Perspective On The Use of YouTube in Teaching Narrative Listening*". The purpose of this study is to know how the use of YouTube media has been ever used by English teacher to teach listening of narrative text considered by the tenth grade students' opinion. The method that used in this study is a qualitative research this study more focus on a case study. The participants of this research class X IPS 2 consisting 30 students. Technique of collecting data are interview and questionnaire. The result in this study from the students perspective the used of YouTube for narrative listening was very positive and good, YouTube was very helpful, fun and not make them boring while learning English lesson.

The research by Cahyana (2020) who conducted a study entitled "*The Use of YouTube Video in Teaching English for foreign Language at Vocational High School*". The purpose of this study to investigate the use of YouTube video in learning English as a foreign language in terms of the implementation, students opinion in English skill improvement after the implementation of YouTube Video. The respondents were 5 tenth grade English teachers and 35 tenth grade students. This study used mixed-method as the research design. The data were gathered by distributing questionnaires, and were analyzed by using SPSS. The result of the study revealed the implementation of YouTube videos in teaching and learning English was showed a positive impact on students' English acquisition and helpful for teachers in delivering the topic to students and the result was in line with the finding of the previous study. So, the teachers could implement the technique since the teachers used YouTube video technique to target several comprehension in English.

The study was conducted by Chien, Huang & Huang (2020) entitled “*YouTube Videos on EFL College Students’ Listening Comprehension*“. The purpose of this paper is to investigate whether students will have better listening comprehension after teaching in combination with YouTube or not. The method that used in this study was a one-group method using pre-test and post-test that for utilized the validate this strategy in this study. The population of this study are 38 Taiwanese students who are take the General English Proficiency Test (GEPT), High- Intermediate Level. This analyzing them for know how effective YouTube Videosto improve their listening comprehension. The results of the research that using YouTube Video as a media to improve students listening comprehension was successfully validated.

Based on Setiawan, Styati & Vendityaningtyas (2022) conducted a study entitled “*The Effect of YouTube Video in Students Listening Comprehension of Tenth- Grade Students of MAN 2 Kota Madiun*”. The purpose of this paper is to investigated that did YouTube Video can be useful for improving students listeningcomprehension. The method that used in this study was quantitative method and applies Quasi-Experimental by using Pre-Test and Post-Test Design. The population on this study are 453 Students, which are divided into fourteen classes. Every class has 34 students. The researcher in this study applied random sampling technique and assigned two group class as experimental class and control class. The result of this research show that students listening comprehension are better becausestudents can catch the material presented. With this method use YouTube video as a media got significant effect. YouTube can give positive influence for students to improve their listening comprehension to learn a foreign language especially English.

The similarity of this research with the previous study above is the strategy that the researcher use, they have proven that the YouTube Videos can improve students listening

comprehension.

The differences of this research with the previous studies above is the sample of data collection and also in this research the researcher was used the one group pre-test and post-test design method to find out the significantly of YouTube Videos to improve students' listening comprehension.

2.2 Theoretical Framework

2.2.1 Concept of Listening Comprehension

Listening is one of the language comprehension that plays an important role in the teaching and learning process. Brown (1996, p.234) argues that the importance of listening in language learning cannot be overemphasized. Listening comprehension closely follows the understanding of Clarke and Clarke (1977) and Richards (1983). For us, listening is about the listener processing the information received from visual and auditory cues to define what is happening and what the speaker is trying to express. To be effective listeners, language learners need to control their listeners' caution and interpretation of these notices. This hypothesis is that accompaniment and interpretation are more effective if students know when and how to apply their knowledge of the world and foreign languages to processing auditory information.

Listening is one of the essential comprehension in language learning. As a kind of input, listening is the foundation of speaking and writing. If a student does not receive their input effective listening, their two output comprehension of writing and speaking become more difficult, so their performance declines. Listening is important because it helps students build a foundation in speaking and writing. By listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences. Despite the growing awareness of the importance of listening, there are still many problems with teaching

listening to second language learners in the classroom. For example, many Chinese teachers seem to rely too much on textbooks and overlook interaction with students. Classes are full of teacher lectures and group discussions are rare stated by Jack (2013).

2.2.1.1 Indicators of Listening Comprehension

Quoted by Saputra (2018, cited Shockingawful, 2017), listening comprehension has four elements, such as:

1. Ability to focus

It means that the capability of students or listeners in listening the material from the audio. Ability to focus define into two; focus on ears to listen the audio and focus on eyes for read or match the text with the audio.

2. General Understanding

Means that the students or listeners can understand about main idea of the contents from the text. The listeners can catch and imagine the general meaning of what they listen.

3. Listening for details

Define as listening for the specific information, it focused for catch certain information.

4. Accuracy of answer

Known as the capability of students or listeners to answer the task with the correct answer. It is involved understanding the text and vocabulary to get correct answer.

2.2.2 Concept of Teaching Listening Comprehension

Listening is a fundamental comprehension in many learning processes. It is an active activity, as opposed to reading, which only receives sound waves. There are three basic steps to listening: Listen, understand and judge. Listening has two main purposes:

maintaining a communicative relationship (interaction function) and conveying information (transaction function). The most important elements that make up listening are knowledge of linguistic structure, the number of vowels and consonant phonemes (liaisons, omissions), rhythm (by syllables or stress), intonation, prior knowledge, attention, and short-term and long-term memory by Sakuma (2000).

There are three different levels of listening lessons. Before listening, during listening, and after listening. Prior listening means that the teacher makes students aware of the situation and activates prior knowledge. Listening means that teachers give students visual support and lead questions beforehand. Listening is the stage where students actively listen and work on what they listen.

2.2.3 Principles of Teaching Listening Comprehension

In teaching English, the teacher as the center and facilitator for students in the classroom needs to prepare several teaching strategies and principles to teach students. So, that they can understand well and correctly what the teacher explains in the classroom.

Listening is not only a way to practice language comprehension but also an important way to get information or interact with others. "Interactive language" refers to language that is primarily social in nature, while the main goal of "transactional communication" is to achieve the successful transmission or exchange of information. So one of the teacher's goals in teaching listening is to train students to listen to goals and desires.

The first principle for learning to listen is choosing the right material for students according to their level and needs. Audio materials used: Videotapes, Movies, BBC News, Cassettes and even "Live" Recorded material is, and will likely continue to be used primarily in classrooms in China. Teachers are welcome to use this recorded material it is also easy for the teacher to prepare the listening assignment well before they arrive at class. what they hear,

instead of relying on paralinguistic cues to guess what it means, But in the researcher teaching experience, the researcher have found that simply using recorded material does not satisfy students' desires. Need and unable to maintain a long-term interest in learning. In the classroom, students receive the most authentic communicative input students can offer ways for students to practice listening: the speaker is visible, so the listener has everything to use the live show as a listener. The material, teachers can easily set the level of difficulty, they can simplify and slow down a bit adapted to the level of their students.

In the researcher view, the second principle of listening lessons is to plan assignments, exercises, or activities that are easy for students to use. Most language learners find listening to be the most difficult comprehension to improve. As attentive English teachers, we should do the best to find ways to improve the listening comprehension and the types of materials and activities that serve that purpose and practice this in the classroom. It is true that finding the best ways to improve the future is a difficult and time-consuming task for teachers. The last is student do the assignment that given to them by the teacher.

2.2.4 Narrative Text

2.2.4.1 Definition of Narrative Text

Narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative is to entertain or inform the reader by presenting a series of events in a coherent and engaging manner. Harman (2014:31) states that narrative texts are introduced to entertain or amuse the reader with real or imaginary experiences in a variety of ways. Purba (2018) stated that narrative text is about telling a story, not the story itself, it is often used in terms like "written narrative", "oral narrative". A narrative is a narrative written in structured form (written, spoken, poetry, etc.) that describes a series of fictional or non-fictional events. From several expert

explanations, it can be concluded that narrative text is text that can engage anyone who reads it. Also narrative text has various types of text, from fictional and non-fictional stories.

2.2.4.1 Generic Structure of Narrative Text

According to Herman (2014), Narrative has a generic structure deals with a problems to the climax and will turn into a solution to the problem, such as:

- a. Orientation, it means this is one of the first steps for introducing characters or starting the story.
- b. Complication, start the emergence of problems that will be faced by the main character in the story.
- c. Resolution, this step will have a solution to the main character's problem, and can also be called the end of the story.

2.2.5 English Teaching Instructional Media

The teaching media used for this research are videos. These media conducted by the researcher for both the media and how significant the media to improve the listening comprehension of students in tenth grade at SMK Negeri 8 Bandar Lampung.

In this study, the researcher used YouTube videos as a medium that be used by the researcher to see whether the YouTube platform as a learning medium can motivate and encourage students to have the desire to learn English by using videos from YouTube as their learning media. Because it is undeniable that now students often use social media to get something including educational matters, apart from being easy to reach anywhere, social media can also be seen at any time and conveyed in various ways. And one of the media that is often used by students, including YouTube. Therefore, this research wants to see whether it is significant to use YouTube to improve students' listening comprehension while learning

English. The first thing to do in the class the researche asked all group members get points (pre-test). Pre-test training influences awareness about students' listening comprehension prior to the method. Then, the students got a treatment used YouTube Video as a method in this research. And, at the end of the lesson, all groups were given a post-test. The results of both tests are used to determine whether it is improving or not.

2.2.6 Teaching English through YouTuve Video

The researcher used video to how effective this way is for improving the listening comprehension of students at SMK Negeri 8 Bandar Lampung.

Hruby (2010) said that audiovisual media such as videos improve student motivation to make students active, happy, and entertained. Lonergan (1984, cited p.4-5) Lustigová, 2013) Using video as a teaching tool delivered without wastage. Its recommend showing videos for language learners. The learner is seen even when he has an exclusive understanding. The video reflects the reality of communication, facilitating others. Why do more videos have advantages over other formats made of real materials? Usually, the masterworks with spokendialogues and textbooks. However, express your communication much more with contextual video by Allan (1985, p. 48-49) and Liu (2005).

The use of YouTube as a learning medium gives a response that strongly agrees on the learning process as seen from students' interest in learning and increasesmotivation by Mujianto (2019, p. 156-157). Kamhar (2019, p. 5) states that the use of social media as teaching material has a positive effect on the teaching-learning process inside and outside the classroom such as YouTube.

By using this method the researcher wants students to be able to improve their listening comprehension when watching videos on YouTube. The researcher used narrative text to carried out the method that used in this study.

This research is conducted one group pre-test and post-test. In the first meeting the students got a pre-test to give the researcher now how good their comprehension in listening, the pre-test includes the students watching a YouTube video and answering the questions. The questions are multiple choice.

Then, they got a treatment. The researcher gave them other videos and gave them other questions that differ from the pre-test and post-test questions. Treatment is used after the researcher gave a pre-test to students. This treatment aims to carry out the research method to see how significantly YouTube videos improve students' listening comprehension in learning English.

This treatment is carried out by the researcher to provide material via YouTube videos and make students focus on listening to the video and answer questions given by the researcher to ask what students have captured when listening to videos watched together in class.

- a. The researcher gave a video for students to watch and listen to.
- b. After that students are assigned to answer some of the questions according to what they get while watching and listening to the video.
- c. The students check together the right answer from the questions.
- d. Students are asked by the researcher to write down the important things they have heard and captured from the videos that have been prepared according to their respective understandings.
- e. Then the researcher did a test to the students in the post-test session which is carried out when the students understand the treatment that has been given.

The last step is the researcher gave a post-test. In this section students get the same questions as pre-test. This step is conducted to know that the students' comprehension in listening is improving or not. The score in post-test will be compared with the pre-test score.

2.2.7 The Advantage of YouTube Videos

Nowadays, Technology is indeed very influential to improve the performance of various things. One of them can be used as a way to improve and help students to learn. YouTube Videos for example, which can be used as a tool to help students improve their listening comprehension when watching and listening to English- based videos. The advantages of using YouTube videos are also very diverse, they can be used anywhere and whenever students want to learn. Apart from that, in the YouTube application, students can also watch and listen to various videos that use English for learning other than at school.

This is supported by Oddone's study (2011) stated that YouTube has characteristics which made it as a good site to be used in enhancing student's listening comprehension. It was discovered that YouTube provided both audio and visual to the learners which gave students opportunity to figure out the speech or words they heard while learning the subject content as well as to improve their language abilities.

Alimemaj (2010) found that students' ability on the two skills improved after using YouTube. In addition, their knowledge on the subject learnt is developed. In line with this, Liu (2010) reported that students' analytical skills are developed among the other skills from the learning process using YouTube videos. She further explained that this occurred because YouTube provides unlimited information and authentic resource.

The advantages of YouTube from Atmojo (2022) cited by Albahiri & Alhaj (2020) stated that YouTube has great potentials to be utilized in a language class from primary to tertiary education. According to Yusroh (2018) that the main disadvantages are cost, inconvenience, maintenance and, in some cases, fear of technology. Also, the sound and picture quality of your home-produced copies or materials may not be ideal. Another important issue in this regard is that teachers must be trained in the use and exploitation of

videos.

Quoted from Fithriyah (2015). The advantages of authentic materials include: 1) The rapid availability of these materials on radio, film or TV increases students' learning motivation and independence. 2) Students can have meaningful experiences in real language, 3) can present a culture of understanding, 4) can provide different types of texts and support a small amount of material for listening, 5) can make topics more exciting and Relevant to current issues, 6) make teachers more creative in designing learning, and 7) visual listening models can develop students' listening skills in a richer linguistic context.

According to Yuyun & Simamora (2021), the advantages using YouTube videos as one of the authentic materials to support students' listening comprehensions. Because of the videos on YouTube has a native speakers that used original language. So, listening to the content that uses a native language makes students closer to the original language itself.