

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

An overview of related literature is presented in this chapter. This chapter is divided into two main sections. The first section provides information on EFL instructional media. The second section provides information on using YouTube as a media in the EFL classroom.

#### **2.1 EFL instructional media**

Instructional media refers to the tools and materials used to facilitate the teaching and learning of English as a foreign language. Learning media refers to the various materials and resources that can be used to facilitate learning. Effective EFL teaching media should be carefully selected and incorporated into the curriculum to support learning goals and meet learner needs and interests. They enhance language learning by providing opportunities for practice, feedback and reinforcement, making the learning process more engaging, interactive and enjoyable. Another definition of learning media is a group of instruments used to convey the contents of instructional materials, which can include books, tapes, recorders, cassettes, videos, films, slides, images, pictures, and graphics of many sorts. According to Baihaqi et al, (2020) claims that the media is a component of legitimate educational resources that contain educational content and serve to motivate pupils to learn.

##### **2.1.1 The Instructional media**

The effectiveness and efficiency of the learning process can be enhanced by instructional media. A range of technology-based instructional resources can support the learning process. There is audio, visual, and audio-visual material in these media. It can also be applied to all academic levels. Of course, educators need to keep coming up with new ways to employ instructional material. All currently in use materials can incorporate this learning tool. Technology-based instructional media can improve academic achievement and boost student enthusiasm in

learning, among other benefits. As a result, it is very likely that instructional learning materials based on technology will be used during the learning process.

English learners can be taught the language through a variety of instructional mediums. The types of instructional media employed in this study are categorized according to Sukmahidayanti (2015), Course books, boards, OHP, flipcharts, and computer-based technology are the different types of educational medium. Learning media consists of two parts: software and hardware. A teacher can utilize an application on the software media, while a computer, laptop, or projector can be used on the hardware media.

YouTube is one of the social media outlets that can be accessed and used by people to aid with language acquisition. As a type of learning media to improve students' speaking skills, YouTube is considered a source of internet content that can be used in language learning activities, so that students have the ability to communicate more clearly through YouTube and can also be used as a learning tool or learning resource that is useful in speaking classrooms.

The usage of media by teachers serves to both engage students in the learning process and save energy by reducing the amount of writing on the board. Through questions and responses, the instructor can encourage student interaction during the learning process. In addition, the teacher may offer activities to liven up the classroom.

### **2.1.2 The strengths of instructional media in EFL classroom**

Strengths in the context of instructional media refer to the beneficial traits, benefits, and capacities that these tools and resources provide in the teaching and learning process. These qualities contribute to their efficiency in advancing academic objectives and improving the overall learning process. Recognizing and utilizing the capabilities of instructional media may also equip teachers with the tools they need to improve learning outcomes, facilitate tailored learning experiences, and build engaging and successful learning environments.

Appropriate instructional media, according to Ratminingsih (2016), can assist the teacher in transferring the material to the students, grabbing their attention, creating a fun learning process, and motivating the students. It is desirable and advantageous to employ media in the teaching and learning process. A study by Aisyah & Haryudin, (2020) asserts that "students understand the material more quickly" and "students will better understand the subject matter by using the media," suggesting that media support has a significant impact on how well students are able to assimilate and comprehend the information.

### **2.1.3 The weakness of instructional media in EFL classroom**

Weaknesses are defined as character traits or abilities that are considered negative or underdeveloped. The limitations, challenges, or drawbacks associated with using these resources and tools in the teaching and learning process are referred to as the "weaknesses" of instructional media.

While there are many benefits to using instructional material, it's important to be aware of their drawbacks and restrictions. According to Aisyah & Haryudin (2020), Schools demonstrated that there was still a dearth of media, such as few projectors. Additionally, teachers need to experiment with a variety of technology-based media so that only text and visual media are employed.

## **2.2 YouTube as a social media in EFL classroom**

YouTube is a social media platform that can be utilized as a learning tool. Making engaging learning videos is one creative way that anyone, especially instructors, can innovate in the classroom. This is because most students find watching films to be more engaging than reading or listening to talks.

### **2.2.1 YouTube in teaching English skill**

All teachers of pupils in primary school must complete the course Teaching English to Young Learners. It seeks to give teachers the skills and expertise necessary to support young learners by delivering interesting and inspiring classes. There are some strategies in teaching English skills that are needed, which one is

communication. Making good communication is the best strategy for teaching, especially in English. For a good existence through exercise, communication ability is crucial (Reddy & Gopi, 2013). Since not everyone has the ability to speak well, effective communication is a skill that must be developed. In line with Khasawneh (2021) thesis, which states that speaking, listening, and understanding are all continuous processes, good communication skills entail all three.

### **2.2.2 The strengths and weaknesses of YouTube in learning speaking**

Speaking is a challenging talent since it requires students to acquire a variety of other abilities, including grammar, vocabulary, and comprehension. According to Silvianti (2014), YouTube videos are particularly helpful for improving speaking abilities since they make the subject matter thorough for the learner and increase enthusiasm.

Speaking in class can be taught using YouTube as an alternate medium. Students can speak more freely in this fashion because they aren't concerned about the terms they use. Students learn to speak English with confidence by impersonating native speakers. Because they have resources to help them speak English like a native speaker, they are no longer puzzled. Learning through YouTube can improve the students' speaking skills that includes pronunciation, grammar, word choice, maintaining conversation and organization of the ideas.

YouTube is a useful tool for schooling. During the teaching and learning process, YouTube can serve as an acceptable replacement for traditional instructional resources. The frequency of subject- and learning-related conversations has increased dramatically as a result of using YouTube as a teaching tool with students. innovations in technology that can be used to improve and motivate student learning. As a learning tool, YouTube media must be capable of comprehending how information technology works because it offers a wealth of recent videos on current events.

YouTube as the instructional media has strengths and weaknesses in speaking class. For the strengths of YouTube that the Videos can improve speech

understanding, encourage peer and class engagement, foster cross-cultural knowledge, and may be used with students of any English language skill level, practical and detailed, with YouTube being accessible to all demographics and a wealth of videos that may be used to learn. In addition, students' ability to communicate more clearly due to YouTube makes it a useful learning tool. It is evident from the development of vocabulary, grammar, pronunciation, and thoughts pertaining to the topic's issue. According to (Moghavvemi et al., 2018) YouTube as an effective tool that can enhance the learning experience if the video is indeed relevant to the subject at hand. Moreover, Nofrika (2019) stated that YouTube can give flexibility and suitability to learners in the aspect of accessibility, helping the learners to learn and understand the topics, providing fun videos of learning, facilitating the learners, especially for macro practice. That statement was supported also by Adisti (2022).

Beside the strengths of YouTube, speaking English also has the weaknesses of YouTube. YouTube's most watched videos frequently serve as classroom distractions for students who would rather watch them than learn. Students start shouting the titles of the videos they wish to see, which makes them boisterous. Since they did not create the conversation in the movie, students will need some time to learn it all. It is more challenging for students to memorize, master the material on YouTube and also requires a partner in practicing speaking with good pronunciation, accent and other speaking skills. So, during learning through YouTube it needs more supervision.