CHAPTER II

REVIEW OR RELATED LITERATURE

This chapter provides theoretical foundations to enhance the understanding of the research topic. It includes relevant theories and the conceptual framework related to using YouTube as a medium for learning speaking skills.

1.1 Speaking

Bygate (1998: 23) defines speaking as an interactional skill that involves making choices in communication. Eckard & Kearny (1981) describe it as a two-way process for conveying opinions, information, or emotions. According to Luoma (2004: 2), speaking is an interactive process of creating meaning through the production, reception, and processing of information. Pollard (2008: 34) notes that speaking is one of the most difficult skills for students to master due to limited experience with English, infrequent practice, nervousness, and a lack of motivation to learn the language.

1.1.1 Genre of speaking

Carter and McCarthy (1997) distinguish the kind of speaking as follows:

1. Narrative: A sequence of everyday stories involving active participation from listeners.

2. Identifying: Portions where individuals discuss themselves, their background, their location, their work, and their preferences.

3. Language-in-action: Information captured while individuals are engaged in various activities.

4. Comment-elaboration: Spontaneous ideas and comments about things, other people, events, etc.

5. Debate and argument: Data showing how people take positions, pursue arguments, and elaborate on their viewpoints.

6. Decision-making and negotiating outcomes: Data that demonstrates how

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people work towards making choices or negotiating solutions to problems.

1.1.2 The Components of Speaking

Mustafa (2021) categorized speaking skills into four components: flueency, vocabularies, grammar, and pronunciations. The details of each component are described below:

a. Fluency

Fluency refers to speaking effortlessly and at a reasonably fast pace without frequent pauses or interruptions. Effective speakers convey their message smoothly, even if they make occasional errors.

b. Vocabulary

learnings English, particularly for speakings skills, vocabulary plays a crucial role. Many words we know, the easiers it becomes to understand others' speech or writing in that language. Additionally, a rich vocabulary aids in expressing our thoughts both verbally and in writing.

c. Grammar

Grammar is an important component. Without it, communication can become disordered. Mastering grammars enables us to convey and organize ideas effectively and accurately for the audience.

d. Pronunciation

The primary purpose of learning pronunciation is to prevent miscommunication or misunderstandings regarding word meanings. Incorrect pronunciation in English can easily lead to confusion.

1.1.3 The Importance of Speaking

Speaking skill is one of the key interactive skills in English, essential for achieving learners' goals in recent times. According to Srinivas Rao (2019), mastering speaking skill is crucial for professional satisfaction. Moreover, Srinivas Rao (2019) highlighted the significance of speaking skill as follows:

a. To help students speak fluently with interlocutors such as colleagues, new people, teachers, parents, and strangers.

b. To encourage active student participation which is usually done through discussions and debates and to increase their self-confidence.

c. To foster critical thinking and improve communication skills for various needs in students.

d. To equip students to be actively and effectively involved in interactions in class.

e. To increase students' vocabulary and make their grammatical structures better.

1.1.4 Function of Speaking

According to Brown, as cited by Endah Virgi Nandita (2019), a useful distinction can be made between two fundamental language functions. The transactional function focuses on conveying information, while the interactional function is aimed at maintaining social relationships through speech. Another key distinction in developing speaking skills is between monologue and dialogue. The ability to deliver a continuous oral presentation is evident in interactions for both transactional and interactional purposes. While all native speakers engage in language interaction, not all can spontaneously speak on a topic to a group of listeners. Additionally, Endah (2019) notes that most language teaching focuses on developing skills for brief interactional exchanges where learners are expected to make only one or two

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1.1.5   Assesment of Speaking

According to Hughes, as referenced by Wahyudi (2017), many tests or testing systems we develop should be one that:

a. Consistently delivers precise measurements of the specific abilities we are interested in.

b. Positively impacts teaching, especially in cases where the test is likeliy to influences instructional practices.

c. Is cost-effective and efficient in terms of both time and money for assessing language proficiency.

d. Determines how well students have achieved the goals of a course of study.

e. Identifies students' strengths and weaknesses, revealing what they know and

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need to learn.

f. Aids in placing students by identiffying the most suitable stages or part of the teaching program for their skill level.

1.2 Media ofLearning

1.2.1 Definition of Media Learning

The term "media" originates from Latine, where it is the plural form of "medium," which means intermediary or introduction. Generally, it refers to anything that transmits information from the source to the recipient. In the field of communication, the term is widely used. Since teaching and learning involve communication, the tools used for this purpose are referred to as learning media. According to Samaldino (2019), "medium" (plural: "media") is a communication tool used by the sender to deliver information to the recipient. The Latin root meaning "between" is anything that carries information between the source and recipient of the information. Examples of these media include video, television, print media, computer programs, and so on.

1.2.2 Types of Media Learning

Eko Marpanaji (2018) states that learning media can be classified into 6 types, including:

(1) Text;

(2) Audio;

(3) Visuals;

(4) Movement;

(5) Real objects and models; And

(6) People.

Text is the most commonly used learning media.This type of media can be used to deliver learning material in the form of books, whiteboards, posters, computer screens and so on. The type of media that is often used as a learning medium other than text is audio. Audio is anything that can be heard, for example human conversation, machine sounds, music, and so on.

Visual learnings media include items such as diagrams on posters, images displayed on walls (wall charts), pictures drawn on a blackboards with chalk or marker, graphics in textbook, and photographs of object. Motion-based learning media encompass forms such as videotapes, films, and animations. Real objects or models are three-dimensional learning tools that students can touch and handle, with examples like "trainers" often used in vocational education. The final type of media involves people, such as teachers, students, or field experts, through whom students can learn directly.

1.2.3   Function of Media Learning

According to Levie and Lentz, as cited by Arsyad Azhar (2018), there are four functions of media, particularly visual media, which are:

a. Athens Function

The primary function of visual media is to capture students' interest and direct their attention to the content of the subject matter, enhancing their focus on the meaning conveyed by the visual display of text or material related to the lesson.

b. Affective Function

The affective function of visuals media is evident in the level of comfort students experience while learning from (or reading) visual text.

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c. Cognitive Function

The cognitive functions of visual medias are demonstrated by research findings, which show that visual symbols or pictures enhance the ability to understand   and retain the informations conveyed in the image.

d. Compensatory Function

The compensatory function of media offers a visuals contexts to help students who struggle with speaking to organize and recall information. In other words, media assist in teaching by supporting students who find it difficult and slowly to process and understands contents presented through text and verbals means.

1.3 YouTube

Keen (2011) stated that YouTube is an online file sharing service for individuals to create public profiles, share videos, follow users to share videos and view content produced by other people. Meanwhile, Burnett (2008) stated that YouTube is a widely used video sharing platform where users can upload, share video clips and watch them for free. YouTube was launched in December 2005 and acquired by Google in 2006, YouTube users have grown to more than one billion users every day.

1.3.1 History of YouTube

William L. Hosch (2022) reveals that YouTube is a video sharing site that appeared on February 14 2005 by Steve Chen, Chad Hurley, and Jawed Karim, who previously worked for PayPal. They imagined that people would enjoy sharing their "home videos." The company is based in San Bruno, California. The youtube.com domain name was activated on February 14, 2005, and the site was expanded in the

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following months. YouTube conducted a beta test in May 2005, six months before its official launch in November 2005. The site's growth accelerated in July 2006, when it was announced that more than 65,000 videos were being uploaded daily and the site was receiving 100 millions video views per day. According to comScore market researchers, YouTube is the leading online video provider in the United States with a market share of 43 percent and in May 2010 more than 14 billion views. YouTube reports that about 60 hours of video are uploaded every minute, with three-quarters of that content coming from outside the US. The site attracts 800 millions unique visits each month. It was estimated that in 2007, YouTube used as much broadband as the entire Internet used in 2000. Alexa ranks YouTube as the third most visited site on the Internet, after Google and Facebook.

1.3.2 Features Of YouTube

On Monday (26/10/2020), Google updated the YouTube application for Android and iOS devices. This update introduces four new YouTube features and how to use them as follows:

a. Video chapters

This feature has been available since September and provides a list of video subtitles along with thumbnails and previews. it allows users to select specific segments of long videos to watch

b. Autoplay and captions

The autoplays buttons, previously located at the bottom of the video screen, is now positioned at the top. The captions button, which used to be in the menus options, is now placed next to the autoplay buttons. You no longer need to navigate to the menu to activate autoplay or toggle text/captions on or off.

c. Full screen with gestures

In order to enter full screen mode, now YouTube users only need to swipe the video up, so they no longer need to press the button in the bottom right corner to returns to the smaller screen, users can simply swipe the screen down.

d. Suggestion

Now YouTube has offered suggestions to improve its users' viewing experience. For example, if a video is best viewed in landscape mode, the user can just rotate the phone. Likewise, they will suggest the use of VR glasses for videos that are more suitable for virtual reality viewing.

1.3.3 The benefit of using YouTube

Jaffar (2012) revealed that YouTube can help and improve the process of teaching and learning anatomy when videos are reviewed, expanded, and aligned with learning objectives. Meanwhile, Burke et al. (2009) assessed lecturers' use of YouTube in health education and found that professors who incorporated YouTube into their courses considered it a valuable teaching tools. Khalid and Muhammad (2012) investigated the use of YouTube at a Saudi college as a supplementary resource for teaching English literatures and found that YouTube was more effective than textbook-based materials in addressings learners' challenge