

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes the theory and research of credible experts to use. this chapter contains (1) definition of listening, (2) listening in learning process, (3) listening in learning process, (4) audio visual learning style in listening, (5) definition of youtube, (6) types of youtube, (7) youtube as a learning media, (8) definition of perception, and (9) types of perception. The following is a more detailed description.

2.1 Definition of Listening

Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds (Saha & Talukdar, 2008). The ability to listen is the basis of human communication, so that listening influences most of the process of learning language in this study specifically for English.

2.1.1 Listening In Learning Process

Listening skill is a complex language skill because it is an invisible mental process (Wulandari, Harahap, & Hati, 2018). The ability to listen is an ability that is one of the basics of communication for humans. Listening is a mandatory skill in learning a language, especially English in this study. Listening in English is

mandatory to be taught in the process of learning English. It is inseparable for teachers to teach listening skills to their students.

(Wulandari, Harahap & Hati, 2018) states in their journal that learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension both in reading, writing, listening and speaking. It means that learning styles have relationships through English skills comprehension.

2.1.2 Audio Visual Learning Style In Listening

Audio-visual learning style means using hearing and visual abilities in the learning process. (Hiroyuki, 2021) found that many students felt satisfied with the learning environment when applied media to the blended training (English Listening Skill). Audio-visual learning style is more interesting because in addition to listening it also presents visuals in their learning material. According to I.P.F.C.K. Brian et al. (2017) in the research "the effect of teaching using audiovisual (video) media, on seventh-grade students' listening comprehension at SMP Negeri 1 Mengwi academic year 2017/2018", EFL students need to master all the fundamental language skills such as speaking, listening, reading, and writing in order to acquire a foreign language and the first language.

2.2 Definition of Youtube

Youtube is a medium that provides facilities for uploading and accessing videos, Youtube as a modern company plays a very large role for human progress. YouTube has grown to become the largest and most highly visited online video-sharing service, and interest in the educational use of YouTube has become

apparent (Snickars & Vonderau, 2009). YouTube, which is internationally based, requires its creators to master English so they can attract viewers from all over the world. Not without reason, this is because English has become an international language that is agreed upon by the whole world. This also affects the interest of world citizens in learning English even more.

In the current era, the world of education itself has begun to explore using YouTube as a medium for mastering foreign language skills. In this research, YouTube is especially used as an English learning platform. (Sari & Margana, 2019) states in their journal that related to education, especially in language, YouTube has a crucial role in affording the information since YouTube can be accessed by the students from all the countries around the world where every person has language differences.

2.2.1 Types of Youtube

YouTube as a video-based digital platform has several types. The following are several types of YouTube platforms available:

2.2.1.1 Youtube videos

(Burgers and Green, 2009) In their book entitled "YouTube: Online Video and Participatory Culture," both describe YouTube as an online video sharing platform that allows active participation from users in the process of sharing and disseminating content. Moreover, YouTube videos have become a ubiquitous and versatile medium, offering a vast array of content ranging from educational tutorials and informative documentaries to entertainment and personal vlogs. With billions of users globally, YouTube serves as a dynamic platform that caters to diverse interests and preferences.

The visual and auditory nature of videos makes them an engaging tool for conveying information, fostering learning, and providing entertainment.

(Dictionary, 2023) defines Youtube videos as a brand name for a website on which users can post, view, or share videos. Users can easily access an extensive library of videos, contributing to a democratization of content creation and distribution. However, it is essential for viewers to exercise discernment, as content quality and reliability can vary significantly, and not all videos are suitable for educational purposes. Despite the challenges, YouTube videos continue to shape online culture, offering a dynamic and accessible space for both creators and audiences worldwide.

2.2.1.2 Youtube Music

(Bunton, 2023) defines YouTube Music as a new music streaming service, but came to replace Google Play Music, Google's previous music streaming service. with YouTube Music. People can listen to official songs, albums, playlists, artist radios, remixes and live versions of songs as well as watch music videos.

YouTube Music is a popular platform that revolutionizes the way people discover, listen to, and share music. As an extension of YouTube, it offers a vast and diverse collection of songs, music videos, and playlists, catering to a wide range of musical tastes. Users can explore an extensive library of tracks, create personalized playlists, and discover new artists through curated recommendations. With features like offline listening and personalized suggestions based on user preferences, YouTube Music has become a go-to platform for music enthusiasts, providing a seamless and immersive musical experience in the digital age.

2.2.1.3 Youtube Kids

(Youtube, 2023) in their websites defines YouTube Kids as a video application developed by YouTube. The app provides a child-oriented version of the service, with content selection, parental guidance figures and filtering of inappropriate videos directed at children under the age of 13.

YouTube Kids is a child-friendly version of the popular video-sharing platform designed specifically for younger audiences. With a focus on providing a safe and age-appropriate digital environment, YouTube Kids offers a curated selection of videos, channels, and educational content suitable for children. The platform includes parental controls, allowing parents to manage what their children can access, set viewing time limits, and customize the content experience. YouTube Kids aims to strike a balance between entertainment and education, offering a variety of animated shows, music, and learning content to engage young viewers while maintaining a secure online space for exploration.

2.2.2 Youtube As A Learning Media

As an audio-visual media, YouTube is a platform that is often accessed by students. Audiovisual media or instructional videos are media that display audio and visual elements or moving images so that students can see and hear them (Yuliani, Antara & Magta, 2017). Audio-visual media such as YouTube are considered more attractive by students so that it makes it easier for them to understand learning material, especially English listening. This research is focused on the YouTube video platform as a massive platform used in learning English, especially in the English language education study program at the University of Muhammadiyah Malang.

Youtube is also a video library service that is provided free of charge to teachers and students to form independent and creative learner characters (Latifah & Prastowo, 2020). Ease of access and the many variations of creators are strong reasons, especially for lecturers at the Malang Muhammadiyah University to use YouTube as their teaching medium.

Employing YouTube as an educational tool for refining English listening skills offers a spectrum of pros and cons. Positively, the platform serves a rich tapestry of content, spanning instructional materials, interviews, and vlogs, exposing learners to diverse accents and speech patterns. (Hattie, 2009) states that types of YouTube storytelling that encourage "Visible Thinking", such as videos that invite viewers to predict story content, analyze characters, and evaluate moral messages, can help improve English listening skills by encouraging active participation and critical thinking. The visual component in videos aids comprehension by supplying contextual hints, fostering vocabulary growth. The flexibility of accessing content at one's convenience promotes self-directed learning, accommodating individual schedules. Additionally, the interactive facet of YouTube, with its comment sections fostering learner interaction, imparts a communal aspect to online learning. The exposure to different accents and speech styles contributes significantly to elevating listening skills and cultivating an appreciation for English language nuances.

The quality of content on YouTube is variable, and not all videos may be conducive to language learning due to idiosyncratic vocabulary or intricate accents. The intrusion of advertisements can be disruptive, potentially diverting learners' attention or causing unwarranted interruptions. Furthermore, the absence of oversight over content may expose learners to unsuitable or erroneous material. Despite the

comment features, direct interaction and guidance from instructors are often constrained. Lastly, there exists a peril of learners excessively relying on subtitles, impeding the autonomy in honing listening skills. Recognizing that the efficacy of YouTube in language learning hinges on learners' discerning use and instructors' adept incorporation of its resources is imperative.

2.3 Definition of Perception

Perception is a process where humans can make the process of observing something that is complex in responding to something and the information around it by using our own five senses so that we are able to know, understand and also realize something (Simanjuntak, Silalahi, Sihombing & Purba, 2021). perception also determines how the researcher sees a phenomenon. In this study, the student's perception is important because it can determine what steps can be taken by lecturers and students in utilizing YouTube videos for learning English listening.

2.3.1 Type of perception

The type of student perception in this study is important because it will affect the conclusions drawn in the results of this study. According to (Irwanto, 2002), there are two types of perceptions namely, perceptions that are negative and perceptions that are positive.

2.3.1.1 Positive Perceptions

Positive perception is the perception that describes all knowledge in a positive light, whether it is understood or not. In addition to that, positive perception is a favorable interpretation that encourages people to notice things around them. In this

situation, if someone has positive perceptions, they will benefit from and use the youtube videos as a listening learning media that were so positively perceived.

The following are several indicators which lead to positive perceptions according to (Seligman, 2002):

1. Positive Emotion

Fostering positive emotions enables individuals to develop physical, intellectual, psychological, and social assets, contributing to resilience and overall well-being. Positive emotions in relation to learning listening using YouTube videos are when students feel satisfaction after learning using YouTube videos. In this study, the researcher wanted to ascertain the students' positive emotional perspective after carrying out listening lessons using YouTube videos.

2. Engagement

The notion of engagement holds a significance beyond merely experiencing being happy for students. happiness is among the numerous outcomes stemming from engagement. The higher the level of happiness, it can be ensured that learning will also produce effective results for students. In this study, the researcher wanted to find out more about how happy students were with their relationship with the use of YouTube media as a listening learning tool.

3. Positive Relationships

In learning, having a positive relationship with the media and tools used is also important. Positive relationships can create addiction and influence effectiveness in the process of improving skills, in this case for listening skill.

4. Meaning

Possessing a sense of purpose in learning enables individuals to concentrate on what truly matters when confronted with substantial challenges or adversity. The researcher wants to ensure whether students gain meaning that can improve listening skills while using the YouTube videos platform.

5. Accomplishment/Achievement

The feeling of achievement arises from actively pursuing and attaining goals, mastering a pursuit, and maintaining self-motivation to complete what you aim to accomplish. The student's perspective on the use of YouTube video media is the basic thing that this media is suitable to be used as a learning resource or media that can improve listening skills. This will impact students being able to get the achievements that they want.

2.3.1.2 Negative Perceptions

The definition of a negative perception is a perception that presents information in a negative or unrelated manner to the object being evaluated. In other words, negative perception is a negative interpretation that causes people to notice things around them. This perception means that the participants do not get any benefit from YouTube videos as a platform for learning English listening.

The following are several indicators of negative perspective proposed by (Dweck, 2006):

1. Inability to Cope with Challenges

Students who find it difficult to overcome learning difficulties or challenges may exhibit indicators of learning failure (Dweck, 2006). If the use of YouTube videos cannot be used optimally by students then the results in the learning process will not be effective. The researcher wants to explore students' perspectives on how much influence using YouTube videos has on improving their listening skills.

2. Inability to Adapt to Learning Style

Students who find it challenging to align their learning approach with the instructional methods employed in the classroom may encounter challenges in the learning process. The student's perspective is important because the use of technology platforms such as YouTube can change their learning style. This can also affect their achievement in learning, especially listening.

3. Low Academic Achievement

Low academic performance, manifested through unsatisfactory or under standard grades, serves as the primary signal of learning failure. Researchers need students' perspectives on their academic achievements after using YouTube videos in listening learning. This perspective will illustrate the credibility of the YouTube video platform in its use in listening learning.