

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Listening**

Listening is one of the important skills in English. Listening involves processing phonetic language information and constructing a message from a stream of sound, based on listener's syntactic, phonetic and semantic knowledge of the language. Listeners can receive messages conveyed to their ears as sound waves pass through the medium of auditory organs. Listening is a process in which recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world all interact with each other (Bacon, 1989:544). It can be interpreted that listening is a skill that process the information based on what the listeners hear then communicate it to other by using certain organ within complex recognition.

In Indonesian, listening lesson as the part as English skill as secondary language become more difficult if the conversation recording is made by the native speaker which has diferent accent and speed. Listening is also considered as boring subject since students only listen to the conversation recording again and again. Furthermore, most of conversations used in listening contain topic or issue which are not new and not suitable with students in Indonesia. Every lesson has its own the benefit and the worse, however, listening lesson is a part of subject the students had to struggle in reaching the aim of the learning English language.

In the process of obtaining students' achievement in listening skill, it needs support and efforts from the teacher and especially from themselves to boost English Language Learners be able to gain their own ability in listening. Students need to be used to the secondary language or to be their habit to make it easier in learning and doing listening activity.

### **1. Listening Ability**

According to Richard (2019), Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It means that in listening takes time to several process of the listeners brain start from the receiving messages until responding the messages.

Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. Listening comprehension is more than just hearing what is said, it is a child's ability to understand the meaning of the words they hear and to relate to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to learn even at an early age, because good listeners grow up to become good communicators.

Moreover, listening comprehension can be referred as the way of understanding speakers' talk. Hamouda (2013) states that listening comprehension as a communicative process where audiences are engaged

in building meaning. Audiences grasp the oral information through sound segregation, existed knowledge, sentence structures, stress intonation as well as the other linguistic or non-linguistic signs. In other words, Nadig (2013) explains that listening comprehension is some process of comprehension and defining spoken language. These include realizing sounds, grasping the person's talk meaning, and understanding the grammar of sentences. Listening comprehension further can be seen as a process of totally understanding the language and defining the language meaning being uttered by the speakers.

According to Azizah (2014, p.8), students need to understand the meaning of the uttered language in order to listen well. Further, someone needs a complete understanding to be able comprehend meaning. Hence, it can be concluded that understanding is to find out the meaning of something that somebody utters, and comprehending the meaning of something requires an ability to achieve the understanding entirely to what exactly have spoken by the speakers. Good listeners will not listen the whole words of what spoken in listening task (Heyrapetyan, 2016, p. 24).

According to paragraphs above, it can be infer that listening comprehension is the process of receiving spoken language then, process in building meaning. Moreover, after the process the listeners able to communicate to others.

Sentences are not processed by focusing on word to word, yet it is focus on the ideas behind the spoken words and how these thoughts are connected together to conclude something (Brown , 2004). As a result, students

may avoid any part of the spoken language and simply focus on the information which are needed to be answered and try to comprehend the information which are give them hints to understand the listening tasks. Thus, the students may skip some parts of the code and only focus on the related parts.

There are some phases in comprehending listening material. Heyrapetyan (2016) divided listening for comprehension into three stages. First, listening and giving no response (following a course book, casual instructor talk). Second, listening and giving short reactions (obeying guidelines-physical movement, constructing models, picture dictation and so on.), true-false practices, and so forth. Third, listening and giving longer reactions (redundancy and dictation, rewording, addressing questions, responding to comprehension questions on texts, predictions, filling gaps, summarizing, and so on). So, people can identify what they need in listening comprehension by following the steps.

## **B. Media**

### **1. Definition of Media**

Media in teaching and learning activities is a factor that affects student-learning outcomes. Therefore, teachers are required to be more creative in using teaching materials for students to understand the material. When the teacher only uses books in teaching activities, it cannot be effective. Because according to Arif S Sadirman, “the notion of media is any physical device that can present messages and stimulate students to learn”. Meanwhile, books alone cannot

stimulate students to learn. Therefore, the researchers concluded that the media is a means of presenting messages to stimulate students to learn. The use of media is important for the learning process in the classroom. Media can motivate students to continue learning; the learning process runs effectively and efficiently.

Media is means of expressing message and information. Hamalik (1986: 23) states that: media is a tool or method and technique used to make the communication and interaction between the teacher and the student in teaching learning process to be more effective. Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process. Media support the teacher convey the materials and students be attracted more.

## **2. The Importance of Using Media**

Media for learning is media that can be used to help students understand learning material. So that the learning process is more effective and efficient. By using the material the material is more interesting and easier to understand. Attracting students' attention is one of the roles of the media in delivering material. There are various types of media, but visual media are suitable media for young learners. According to Wright (1989) states that, in making decision to use the media, the teacher need to ask three out five basic questions: 1) is it easy for us to prepare? 2) Is it easy

to organize in the classroom? 3) Is it interesting to the students? The three criteria can be applied by any teacher including teachers for beginners.

Several schools have provided modern learning media such as radio, video, monitors, computer laboratories. In this case stories, poetry, songs and dialogue are very meaningful in teaching foreign languages. A wide variety of complementary materials can be placed on the media. The teacher uses the media in learning English. So students will learn foreign languages through concepts that are encountered in their world.

### **3. Kinds of Teaching Media**

Based on Sahid (2010:3) teaching media can be grouped as follows:

- a. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- d. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

#### **4. The Function of Teaching Media**

According to Kemp and Dayton as quoted in Arsyad (2009: 19) state that teaching media have three main function if they are used by individual, group, and big group, they are:

1. Motivation The teaching media motivate and stimulate the students to do an action and responsible. It will influence the attitude, value and emotion.
2. Information the teaching media are used to present the information to the students. By using teaching media, the teacher hopes the students more interest about the information given.
3. Instruction the teaching media are used to prepare the effective instruction. Beside enjoyable, the teaching media have to give a pleasant experience and what students' need.

Learning media helps teachers in delivering material easily. They can choose the appropriate media, modern or simple in the teaching and learning process. In addition, teachers can make their own media because their creativity is also needed in teaching activities.

## **C. YouTube**

### **1. Definition of Youtube**

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on other websites, though the files are hosted on the YouTube server.

The slogan of the YouTube website is "Broadcast Yourself." This implies the YouTube service is designed primarily for ordinary people who want to publish videos they have created. While several companies and organization use YouTube to promote their business, the vast majority of YouTube videos are created and uploaded by amateurs.

People from all over the world post YouTube videos, from all types of backgrounds. Therefore, there is a wide range of videos available on YouTube. Some examples include amateur films, homemade music videos, sports bloopers, and other funny events caught on video. People also use YouTube to post instructional videos, such as systematic computer help, do-it-yourself guides, and other how-to videos. Since Google offers revenue sharing for advertisement clicks generate do video pages, some users have been able to turn YouTube into a profitable enterprise.

While YouTube can serve a business platform, most people simply visit YouTube for fun. Since so many people carry digital cameras or cell



phones with video recording capability, more events are now captured on video than ever before. While this has created an abundant collection of entertaining videos, it also means that people should be aware that whatever they do in public might be caught on video. And if something is recorded on video, it just might end up on YouTube for the whole world to see.

## **2. The Advantages YouTube in Education**

As Brandon Gaille (2017) said, There are several how-to videos that are online thanks to YouTube, making it possible to learn how to fix your car, make your favorite cookies, or learn mathematic theorems. This fact has not been overlooked by educational institutions, from kindergarten to college, and the videos are beginning to be included in certain curriculum. Is this a good idea? Here are the pros and cons of YouTube in education to think about.

There are some advantages of YouTube in education, such as:

a. It is free

The user can access YouTube anywhere. They only need internet provider so that they can access anytime they want.

b. It can be used anywhere.

YouTube is one of effective media in delivering materials. It is a portable thing that students also can use it anywhere, wherever they are.

- c. It can be used as a supplemental resource.

The use of YouTube videos can be as the additional information related to the materials. By serving audio visual, YouTube resource that is more attractive.

- d. It extends the classroom setting into the home.

YouTube serves many kinds of video; some of them are about tutorial. When the students cannot catch the material in the classroom, they can learn more at home.

- e. It offers multiple learning options for the same task.

There are some learning videos in YouTube, teacher are able to choose one which is appropriate to the materials.

- f. YouTube can be a network of sorts for teachers.

Not every teacher has the ability to create and upload videos that are based on their curriculum. Yet if just one teacher has found this time, every other teacher who teaches the same concept or curriculum can use that media as a resource for their classroom. This allows teachers to connect with and support one another in a very unique way.

- g. Videos can be rewatched as often as needed.

when the students watch and comprehend the material at the classroom, they can rewatch the video at home or anywhere they need.

### 3. The Disadvantages of YouTube in Education

YouTube is also has some disadvantages in its content as Brandon Gaille (2017) explains as follow:

- a. Not every video on YouTube is reliable.

Nowadays, YouTube is one of favorite and informative side at the Mobil Phone or Computer. However, some of the videos are not real and reliable. The creators needed to be famous or viral now of the issues. The creators create untrue content of video. Somehow, it is not suitable to the learning materials.

- b. Some content in videos may not be suitable for the age group.

It need teacher helps before delivering the material. Teacher should watch video first. If it suitable to students related to their age and the material, teacher may use it. However, if the improper happens on the video, the teacher should not use it.

- c. You need to have an internet connection to access it.

Some places cannot reach by internet provider, thus YouTube video cannot be opened. Or, when the teacher or students have no internet provider, they cannot continue to get the YouTube information.

- d. Videos often have advertisements.

Some of those advertisements can be very lengthy without an option to skip them. These ads may also not be appropriate for the content that is being taught