

CHAPTER II

LITERATURE REVIEW

A. Previous of study

The researcher found previous research from some journal that related with this research. First, from the journal of English language and pedagogy written by (Hanna & Caroline, 2023) with the title *The Use Of Youtube English Educational Videos In Improving Listening Comprehension*. The results of this study indicate that watching English teaching videos on YouTube or using audio-visual media can improve students' listening comprehension. The results were supported by every student agreeing that using YouTube or visual technologies to improve their listening comprehension could be helpful. According to the findings of this study, watching English educational videos on YouTube or audio visuals can improve students' listening comprehension, and that YouTube definitely helps students' understanding of English listening. According to the data, the majority of students believe that YouTube helps them improve their listening skills. Individuals can become more motivated to learn English as a result of this application because of the ease with which they can use YouTube for learning.

Second, from the International Journal of Innovative Language, Literature & Art Studies written by (Saidu, 2017) with the title *"Effect of Using Video Materials in the Development of Speaking and Listening Skills in English Language in Senior Secondary School in Yobe State"*. The quasi-experimental design of pretest and posttest group was adopted for the study. The findings show that there is a significant difference between the performance of the two groups. Learning media in the form of videos or audio-visual materials have proven to be an effective resource for teaching and learning English listening and speaking skills.

Last, from the International Journal of TESOL & Education which was written by (Dung, 2021) with the title *"The effects of Audiovisual Media on Students' Listening Skills"* In this study, it was concluded that English students experienced a significant increase in understanding after learning by using video

as a learning medium. In addition, the students showed a positive attitude towards using videos in developing their listening skills.

Based on the findings from previous research, it shows that using technological media can improve students' listening comprehension, then the teacher must have an interesting strategy in classroom learning whose impact can motivate students to learn so that students can improve their abilities optimally. students need a way of teaching that is practical and fun because with this students can improve their own abilities.

B. Theoretical Review

a. Audio visual media

Audio visual media is a type of media that involves elements of sound and images. This media has the advantage of combining both audio and visual elements. Audio-visual media is used as a tool in the learning process to convey material with the aim of transferring knowledge, attitudes, and ideas to students. Learning using audio-visual media is a learning method in which the material is conveyed by utilizing the students' senses of sight and hearing through a combination of sound and images. According to Fevre (2003) argued that video is a medium that can be developed into resources and used in special ways to improve learning.

According to Hujair (2009), audio-visual media is a set of tools that have the function of projecting moving images and sound. In audio-visual media, the combination of images and sound produces the same character as the original object. In the teaching and learning process, the presence of media in the teaching and learning process has a very important role. Learning media serves as a tool that can help overcome the ambiguity in the material presented. When the material presented is complex, the use of media can help facilitate and visualize the information for students. With learning media, students can more easily understand the material, and learning becomes more interactive and interesting. This has a positive impact on the effectiveness of learning and student understanding. besides that according to Anitah (2011) suggests that audio visual media is

media that is not only seen or heard, but can simultaneously be seen and heard or something that is visualized.

Technology can be used as a tool as learning media which is developed as well as possible so that it is as useful as it should be, in addition to that using technological media is something that can add insight even more than that for both teachers and students, according to Costke & Lange (2017), learning using video media not only enhances the learning experience, but also has a positive impact on students' ability to make decisions. In addition, according to Riyana (2001), As a result, students may be more engaged and more effective at understanding what they hear (Robert & Brown, 2004) learning video media as teaching materials aims to:

- a) Clarifies and conveys messages in a less verbal way. This means that videos help convey information more clearly and easily understood, not only through words, but also through images and sounds.
- b) Overcoming the limitations of time, space, and sensory power of students and teachers. By using video media, learning materials can be accessed anytime and anywhere, so that students are not limited by time and space in the learning process. In addition, videos can also stimulate various student senses, such as the senses of sight and hearing, so that they can increase the absorption of information.
- c) Can be used in a variety of ways. Video media can be used in various ways and learning methods. For example, the use of animations, simulations, presentations, or demonstrations in videos provides interesting variations and helps increase student interest and involvement in learning.

Thus, learning video media has various benefits, including enhancing the learning experience, assisting student decision making, and offering flexibility and variety in the learning process.

1) Type of audio visual media

There are so many audio visual media that can be used in learning media, but the author will describe several audio-visual media. According to Syaiful Bahri Djamarah (2013: 125) These media can be categorized into two main types:

- a) Audio-visual stills, which includes media featuring sound and static images, such as silent films, slide shows with accompanying audio, synchronized sound film strips, and audio-enhanced printed materials.
- b) Audio-visual motion, namely media capable of displaying moving elements of sound and images, such as sound films and video cassettes.

In short, the two categories are differentiated based on whether they display stationary or moving elements of sound and images during the learning process.

According to Wina Sanjaya (2014: 118) audio visual media is this type of media which besides containing sound elements also contains image elements that can be seen, such as video recordings, various sizes of films, sound slides and so on. Arief S. Sadiman, et al (2011:67), describes audio media visuals can be:

a. Movies

Film is a medium that is very capable of helping the process of teaching and learning. There are three kinds of film sizes: 8 mm, 16 mm, and 35 mm. According to Azhar Arsyad (2016:50) Films move quickly and alternately so as to provide continuous visuals. Film has a unique ability to convey messages through a combination of images and sound directly, which gives it a distinctive appeal. This media is able to present information clearly, describe processes visually, explain complex concepts, prohibit skills effectively, set time durations, and have the potential to influence audience attitudes.

b. Television (TV)

In addition to film, Television is a medium that conveys learning messages audio-visually and is equipped with elements of motion. Currently, television has penetrated into various layers of society. Its role is not only as a means of entertainment, but also as an effective learning tool. Through television, students can become more sensitive to current events and the latest news.

c. Video

Video is a moving image accompanied by a sound element broadcast via video medium and video compact disk (VCD) just like the audio medium, video programs are broadcast (broadcasted) is often used by distance education institutions as a means of delivering learning material. Video has the ability to convey messages with properties that can be factual, such as important events or news, or fictitious, such as stories. This video can have informative, educative, or educate the audience. In the learning process, the video has several useful features. One of the audio visual media in the form of video is YouTube. YouTube, a video-based audio-visual platform, serves as a prominent source of multimedia content. As outlined by Sianipar (2013), YouTube functions as an extensive repository housing popular videos across social media platforms, offering a wide range of valuable information. It offers users the ability to search for video content and view videos directly.

According to (Yaacob et al., 2021) that both YouTube and Video-Podcasts had a noteworthy and positive influence on the enhancement of listening comprehension skills in primary ESL students. Notably, there was a statistically significant improvement in listening comprehension scores when comparing the pre-test and post-test results. Furthermore (Yaacob et al., 2021) found the observation data identified four key themes that emerged from their study, including heightened learner engagement and comprehension, the cultivation of teamwork and collaboration, as well as an increased level of interest and motivation among the young learners. Moreover, (Qomariyah et al., 2021) stated that the use of YouTube could enhances students' enthusiasm for learning, offers diverse and engaging

video content for better comprehension, and promotes logical understanding while listening to materials. Specifically, in English instruction, incorporating relevant YouTube videos has proven valuable, especially for improving students' listening comprehension skills. These videos combine visual and audio elements effectively.

2) Advantages and Disadvantages of audio visual media

a) Advantages of Audio Visual Media

According to Wina Sanjaya (2014: 109) there are several advantages of using audio-visual media in the learning process including:

- 1) Audio-visual media can provide learning experiences that cannot be learned directly. For example, to study life on the seabed, students can learn through film, because it is impossible for students to be told to dive. Thereby also to study other abstract materials.
- 2) Audio-visual media allows learning to be more varied so that it can increase motivation and enthusiasm for learning.
- 3) Within certain limits audio-visual media can function as a learning resource, which students can use to learn independently without being completely dependent on the presence of the teacher.

b) Disadvantages of Audio Visual Media

- 1) Procurement is expensive.
- 2) Depends on electrical energy so it can not be turned on everywhere.
- 3) The nature of communication is unidirectional, so it cannot provide opportunities for feedback to occur.

b. Listening comprehension

Listening is one of the important language skills and must be mastered in language teaching. Listening according to Richards is a receptive use of language that involves mastering discrete skills, such as recognizing reduced tenses, recognizing cohesive devices in texts, and

identifying key words in texts. besides that according to Ho (2006) states that "Listening strategy refers to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension from spoken input". Improving listening comprehension skills is a challenge for students because listening is a multi-process such as distinguishing sound, differentiating meaning and recognizing structures and vocabulary which can then understand the meaning heard, according to Afshar and Hamzavi (2014) stated "Listening to understanding is considered a multifaceted active process. influenced by many factors including distinguishing sounds, recognizing vocabulary and grammatical structures, understanding stress and intonation and relating them to specific contexts".

The teacher as a facilitator in teaching in class must have several strategies to improve listening comprehension according to O'malley and Chamot's (1990) stated that there are three types of strategies in listening comprehension; they are cognitive, metacognitive, and socio-affective. First is the Cognitive Strategy. according to Richard (2008) defines, "cognitive strategy is a mental activity related to understanding and storing input in working memory or long-term memory for later retrieval". Next is the Meta Cognitive Strategy. Ratebi (2013) defines, "a metacognitive learning strategy is a strategy that involves knowledge about learning and controlling learning through planning, monitoring and evaluating learning activities". Last socio-Affective Strategy. It is combined from socio and affective. "Affective strategies can help listeners deal with their feelings, emotions, motivations or attitudes in learning listening skills" (Huy, 2015, p. 26). In addition, Gonen (2009) explains "the social-affective dimension of listening strategies includes individual or group activities such as cooperation, rearranging and calming meanings.

Intensive learning to improve listening comprehension is often overlooked in language teaching. This idea is considered by Vandergrift and Goh (as cited in Long & Doughty, 2009). "For years the role of listening in language acquisition and communication has been underestimated and neglected. Listening to a second language and a

foreign language (SL/FL) is often developed incidentally through language practice where spoken language is used”. They explain the various aspects involved in listening comprehension and how to teach effectively. Long and Doughty (2009) explain various theories based on specific disciplines. “An overview of listening learning is organized around three main topics: (1) cognitive and social dimensions of listening, (2) approaches to teaching listening, and (3) listening assessment”

In the context of audio-visual learning, listening comprehension learning has received support from previous research regarding the impact of using audio-visual media on listening comprehension learning. As (H. Gardner, 2006) utilizing video resources offers diverse learners a variety of concurrent learning approaches, thereby expanding their language acquisition encounters. Videos expose learners to a broad spectrum of authentic language experiences, thereby enhancing their educational milieu and imbuing their learning journey with contextual significance. Additionally, individuals at lower proficiency levels exhibited greater benefits from subtitled videos compared to their more advanced counterparts, (J. Sherman, 2003). Consequently, the incorporation of genuine video resources evidently contributes to the enhancement of students' utilization of non-verbal communication to complement verbal interaction and communication skills.

Furthermore, As shown by the research conducted by (Diao et al., 2007) and (Jones & Plass, 2002), students who engaged in both auditory and visual learning surpassed those who solely relied on auditory input, experiencing a reduced cognitive load in the process. These investigations underscore the effectiveness of incorporating video materials as a means to bolster listening comprehension. In a related vein, the findings in (Mathew & Alidmat, 2013) underscored that audio-visual resources contributed to the ease of understanding lessons, leading to the conclusion that the incorporation of visuals in language instruction consistently benefited learners. Furthermore, students exhibited an inclination not only towards

auditory perception but also towards keenly observing non-verbal expressions, (S. F. Hu, 2006).

1) Types of listening

Listening in language processing involves the simultaneous integration of various aspects such as neurological, linguistic, semantic, pragmatic, and background information stored in Working Memory (Lynch, 2002; Rost, 2011). The initial stages in the listening task run in parallel, where multiple sources of information are processed simultaneously. Some of these processes are triggered by incoming information and then translated (from the ground up); while other processes involve extracting relevant background knowledge to understand incoming stimuli (top-down).

This explanation indicates that when a person listens, his brain is involved in assembling information from various sources such as language, word meanings, social context, and individual background knowledge. This processing can occur simultaneously, and some aspects are triggered by information coming from sensory stimuli, while others are influenced by prior knowledge and experience held in memory. The integration between bottom-up and top-down processing helps one to understand and give meaning to the information heard.

Teachers can organize teaching designs in different ways to integrate different listening practices in the classroom, helping students improve their listening skills. This involves assisting students in finding relevant material to listen to, as well as disciplining them from listening to different approaches according to a particular purpose. Thus, students will not only benefit from what they hear, but also from how they carry out the listening process itself. According to Rost (2011) distinguishes "six types of listening practice", in terms of "how to interact with input, and how it allows the learner to understand and gather more from input" namely: (a) intensive listening, (b) selective listening, (c) interactive listening, (d) extensive listening, (e) responsive listening, and (f) autonomous listening. Similarly, Brown and Abeywickrama (2010) talk about four types of

listening tasks when they focus on listening assessment: intensive listening, responsive listening, selective listening, and extensive listening.