

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature related to this study, and previous study conducted in the same field related to this study topic.

2.1 Theoretical Review

2.1.1 Listening Skill

a. Definition of Listening Skill

Listening according to Downs (2008:1) is making an effort to listen to something to pay attention to spoken language. This is different from hearing which is just a physiological process of the ear to absorb sound waves and transfer them along the nervous system to parts of the brain. Listening involves a five-step process, namely: coming, understanding, interpreting, responding and remembering. This process is an active one and involves using a number of attitudes and tools to be effective. Listening also is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening enables the understanding of facts and ideas. Listening is the 1st of the 4 language skills. There is a difference between Simply Listening and Listening with focussed attention irrespective of distractions. English Listening Skills require concentration, which is the focusing of our thoughts upon one particular area, which in this case would be English. Good listening skills also include using body language which empowers the speaker. Making eye contact with the speaker is important when in a large auditorium or in a classroom. It shows that we are responding to what the speaker is saying and not down or gazing at some daydream. A person who incorporates listening with concentration is actively listening to details at

any time. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, we can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as we can.

b. Kinds of Listening

Listening divides into several types and functions, there are:

1. Intensive: Listening to the perception of components (phonemes, words, intonation, discourse markers, etc.) of a wider range of language.
2. Responsive: Listening to relatively broad language (greetings, questions, commands, understandings, checks, etc.) to make responses equally brief.
3. Selective: Process a stretch of discourse such as a short monologue or short story for a few minutes to “scan” certain information.
4. Broad: Develop a top-down and global understanding of spoken language. Extensive performance ranges from the duration of listening to the conversation and obtaining a message of understanding or purpose.

c. Problems in Listening

Listening is an indispensable skill in learning a second language without a doubt. Although very significant, the problem of listening is just beginning to be examined. To be successful in listening, problems with listening in a second language must be identified first.

According to Goh (2000), the most common problems faced by students in listening in order of frequency are quickly forgetting what they heard, not recognizing the words they know, understanding the message but not understanding the intended message, ignoring the next part while thinking about the meaning, and being unable to form a mental representation of the words heard.

While the problem in listening is emphasized by Field, namely: students know the word, but misinterpret it. The phonetic variation of a word misleads them (reduction, assimilation, elimination, cliticization, resyllabification). Students know the word in written form but not in the spoken version. Students have difficulty capturing words from connected speech such as dialogue.

2.1.2 YouTube as Learning Media

YouTube is a website in the form of a popular video sharing service that allows users to load, watch and share video clips for free. Founded in February 2005 by three former PayPal employees, namely Chad Hurley, Steve Chen and Jawed Karim. YouTube can be used as a medium to support learning activities. This media can help students understand learning material including clinical skills that must be mastered. This technology will provide convenience for both educators and students in achieving learning outcomes. The application of this technology in Indonesia is very possible to do. At present several educational institutions have provided facilities that make it easy for teachers and students to access online sites including YouTube.

Learning technology using the web or social media like YouTube has long been known by major countries in the world. The use of YouTube as a learning media that is very practical and easy to understand but in the current literature search does not make the information found on YouTube as a reference because, YouTube is only a teaching strategy in education. Where this media presents an overview of YouTube and applications as effective learning tools, such as specific examples used in educational programs. Kamhar (2019: 5) states that the use of social media or social media as teaching material has a positive effect in the teaching-learning process inside and outside the classroom such as YouTube. Some of the benefits of using YouTube in education, namely:

- a. As a teaching strategy to get references in the learning process.

- b. YouTube can be a good instructional source.
- c. As a source of teaching motivational tools that can involve students and support modern learning styles.

Through YouTube online teaching and learning process is more practical just by inserting the video URL on the YouTube site to be selected. The teacher should review and evaluate all videos before showing them to students. Educators need to pay attention to the date of the video content to ensure that the information to be conveyed is not out of date. Sometimes the accuracy and quality of the video is very limited and displays images that are inappropriate and not acceptable. Another challenge is the number of videos that appear when searching according to the search. one way to narrow down the choice is to focus on the names of users who have uploaded the video by clicking on the username and will be taken to the user's personal YouTube page. Integrating YouTube videos enables learners to be more creative in learning and not limited to subject matter. The use of Youtube as a learning media gives a response that strongly agrees on the learning process as seen from students' interest in learning and motivation increases (Mujianto, 2019: 156-157). YouTube videos really provide clarity to students to see a visual picture of various conditions and also provide opportunities for students to really see the actual conditions.

2.1.3 English Talk Show

- a. General concept of Talk Show

The talk show is a highly confrontational discursive genre, a widely influential media phenomenon, as well as a politically and morally controversial form of entertainment. Few discursive practices of popular broadcast culture have been more contentious and subject to cultural and scholarly examination in recent years than the talk show, particularly the television talk show (Illie, 2006). The very notion of talk show raises issues concerning the boundaries between talk (prototypically dialogical) and show (prototypically monological), between public and private, between

collective and personal experience, between expertise and experience, between interpersonal and mass communication, between information and entertainment, between discrete and overlapping identities ('me,' 'you,' 'us,' 'them').

Generally, most of people are familiar with the format of talk show. Talk show usually consists of a host and some of the speakers, and in talk show the speakers are usually discussed about a particular topic. The host of a talk show may already be a celebrity, or may become one as their show becomes popular. Some are professionals or experts in a field of knowledge, such as psychology or business. Others are well-known performers who can converse well with others. Guests on a talk show may also be experts in a field of knowledge or work, longtime professionals, or new and familiar celebrities, performers or athletes. Sometimes guests are members of the public who do something that interests others, such as inventors and authors, or someone who comes to public attention through a disaster or mishap.

b. The Advantages of Talk Show

There are some advantages in applying talk show learning strategy in teaching, there are:

1. Talk show contains creative drama activity that motivating and memorable. Drawing upon students interpretations and their imaginations, the students can demonstrate their understanding, synthesize information, and make sophisticated connections between texts and their lives.
2. Talk show including speech activity that helps students to get used in delivering opinions and ideas. Besides, the speech activity also habituates the students to build critical thinking which is very useful specially when they discuss about particular issue.
3. Talk show trains students to maintain the comprehensive communication between speakers and audiences. By deciding how to communicate their understanding to audiences, students are challenged to interpret texts persuasively.

4. The role-playing activity in talk show helps students to empathize with people of diverse cultural backgrounds. This mean by doing role-play as a particular character, students will learn about the background of the character they will play such as the habitual, culture background, profession, personality, and so on. So that, students can express their best acting becuse they know exactly the figure that they portay.

2.1.4 Learners' Voices

According to John Peart (2009) in his speech entitled “The Importance of Learner Voice in the 21st Century” states that learner voice is about involving students as active participants in the development, delivery, management, and improvement of their educational and student experience. In education, a learners’ voice represents the values, opinions, beliefs, attitudes, and cultural backgrounds of individual learners and groups of learners at school/college, as well as teaching approaches and methods based on the choices, interests, passions, and ambitions of the learners. Also, advocates generally agree that learner voices are becoming an increasingly important component of understanding teaching and learning across schools. Inviting the voices of learners and engaging them in their education is nothing new. According to Mitra, learners’ voice initiatives provide young people an opportunity to share their views on school issues. Fielding also stated that a learners’ voice initiatives is defined as a way to empower youth to participate in school decisions that will shape their lives and the lives of their peers.

A learners’ voices can be used as a very useful tool as a means of teaching and learning to improve the quality of schools and teaching and learning activities. It has been stated that involving learners in developing their voices offers learners the opportunity to make informed decisions relating to their learning and learning enviroment.

2.1.5 English Talk Show Videos to Enhance Listening Skill

There are so many videos that can be found on YouTube, art, and humanities is one of the most popular categories that are often watched by students (Nofrika, 2019). One of those types of videos found in art and humanities is the English Talk show video. Talk show is a television program in which well-known people engage in discussions or are interviewed (JoLLA, 2021 : 1451-1456). Furthermore, English talk show is a specific type of video that can help English foreign students learn English. English talk show video is suitable as listening material for it is authentic and amusing. Watching English talk shows videos will help the learners hear accurate, unscripted, spontaneous, conversational English.

Using English talk show videos can sharpen students' listening skills by hearing the conversations between native speakers. Chhabra. P (2012) mentioned, YouTube videos can be used as media to improve students' accents and pronunciation. English talk show videos show students how the words are pronounced by the native and hear the native accent is used. Nejati, as cited in Pamungkas (2015), finds that in talk show videos, people could find formal and informal language and new vocabulary useful to introduce various things in English. If students find it challenging to understand the videos' content, they can turn on the video subtitle. Furthermore, using English subtitles in watching videos on YouTube will help students to acquire the language.

2.2 Previous Study

As a reference in doing research, the writer looks for some study that is having relation with the study. First is according to Jasmine Nur Fadhilah, Siti Muniroh, & Hasti Rahmaningtyas from Malang State University. In their paper with the title *English Department Students' Perceptions of Using English Talk Show on YouTube to Improve Listening Skill*. This research aimed to students enrolled in the Intermediate Listening Class and Advanced Listening Class. The findings show that the students demonstrate positive and negative attitudes to using English talk show videos to improve their listening skills. Students

perceived English talk show videos as beneficial in several aspects. First, students used English talk show videos as their authentic listening materials to listen to various English accents and the use of the language formally or informally. Second, they used talk show videos to improve their listening skills because they can enrich their vocabulary, identify the topic in spoken language, and differentiate English accents. Third, students used English talk show videos to motivate themselves because they thought English talk show videos are fun ways to practice their listening skills. However, the finding also indicated that some students perceived talk show videos as boring.

The second study is according to Chia-chi Chien, Yenling Huang & Peiwen Huang from Chung Shan Medical University and National Formosa University, Taiwan. In their paper with the title *YouTube Videos on EFL College Students' Listening Comprehension*. This research aimed to explore the effect of using YouTube as a supplementary material with EFL college students. The research intended to reveal the improvement of the students' listening comprehension after the 5 week treatments students participating in this study are all Taiwanese, age from 18-20, with a high intermediate level of proficiency in English. They were all in the same class and were exposed under the multimedia (YouTube) learning environment. However, students were obliged to finish the pre-test and post-tests. Moreover, the questionnaire was offered to them in order to know the perceptions and reflections of students with integrating YouTube into courses as well.

The third study is *Students' Voices on The Use of YouTube Videos for Improving Listening Skill* by Siti Afifa Ekawati from Universitas Islam Negeri Walisongo, Semarang (2022). This study aims to explain the students' voices on the use of YouTube videos for improving listening skill. This research used a qualitative method and descriptive research design. Data were collected through observation, interview, and documentation. The research participants were 29 of the ninth graders at SMP H. Isriati Semarang in the academic year of 2021/2022. The findings generally show that 1) YouTube videos as students'

self-regulated English learning for improving listening skill. 2) YouTube videos help students improve their listening skill. 3) Various channels to improve students' listening skill through YouTube videos. 4) The intensity of using YouTube videos to improve students' listening skill. 5) YouTube videos as an evaluation tool for students' listening comprehension. 6) The difficulties of students listening to YouTube videos by native speakers in improving their listening skill. 7) Other applications that students use to improve listening skill. It can be concluded that students have positive voices or perceptions about using YouTube videos to improve their listening skill.

The similarities of the three theses are discussing improving listening skills. while the difference is that in the first study it discusses the perceptions or perspectives of English students using an English talk show on YouTube to improve listening skills. So, here the researcher found positive and negative attitudes of students in using English talk shows to improve their listening skills. then students perceived English talk show videos as beneficial in several aspects. So, this study focuses more on students' perceptions about using English talk shows to improve their listening skills. In the second study, it aims to explore the effect of using YouTube as a supplementary material with EFL college students. the research aims to reveal the improvement of the students' listening comprehension after 5 week treatments. students participant in this study are all Taiwanese with a high intermediate level of proficiency in English. So, this study focuses more on the effects of using YouTube videos in listening comprehension. The third study discusses students' voices on the use of YouTube videos for improving listening skills. The participants are junior high school students and this study shows that students have positive voices about using YouTube videos to improve their listening skills.

In this study, the writer combined the three previous studies. So the title becomes *"Using English Talk Show Videos on YouTube to Enhance Listening Skill : Learners' Voice"*. Here the writer uses an authentic and amusing type of video, namely English talk show as learners' voice. The writer describes the

experiences of the participants using the English talk show to enhance their listening skills in a narrative manner. For example, how do EFL students use the English talk show video on YouTube to enhancing their listening skill and what is the impact of the EFL students' utilizing English talk show videos on YouTube to enhance listening skills as learners' voices.