

CHAPTER II

LITERATURE REVIEW

This chapter discusses related literatures, including the concept of listening, concept of caption, the use of YouTube, and related previous studies.

A. Concept of Listening

The concept of listening contains several aspects that support the keywords of listening.

1. Definition of Listening Comprehension

One of the ways people can communicate well in formal or informal environment is through the process of listening. When people cannot listen well, then communication will be hampered and what is worse is that there is misunderstanding in conveying information. Listening is essential for keeping up effective communication and is important in both academic and everyday environments (Yildirim & Yildirim, 2016). Dora & Rosa (2020) also stated that since listening is the most widely used ability in everyday life besides writing, speaking, and learning, it makes it an important ability to learn.

According to Hien (2015), listening process is important in foreign language learning because listening provides language input. As an input skill, listening plays an important role in the process of students' language development. Through listening, there is the potential to develop students' pronunciation, syntax acquisition, and word stress, which contribute to language skills and proficiency. According to Barker (1971) as cited in Gowhary et al., (2015), listening can assist students develop vocabulary, enhance language competency, and improve how they use language.

In contrast to listening skills, listening comprehension explores how the meaning of a dialog or monologue can be understood. It makes listening comprehension an important skill in learning a second language. According to Dunkel (1991), the development of listening comprehension is the main focus and attention of language teachers because it plays a role as an important skill in the language acquisition process.

According to Dewi et al. (2018), listening competence relates to the ability to perceive the meaning contained in spoken language, whereas listening comprehension refers to a deeper knowledge of the meaning of said utterances. Listening comprehension may be regarded as a vital aspect in the development of second language competence when seen in the context of second language. Determinants of success in academic achievement and employment can also be determined by listening competence.

2. Purpose of Listening

According to Brown (2006), listening must have a purpose in order to help students when listening to audio more effectively. In fact, the listening process carried out in several schools, especially in MTsN 1 Nganjuk, does not provide facilities for students to identify a purpose for listening until they finally finish listening to the audio and meet with questions containing the reasons why they have to listen to the audio. This can lead to confusion for students when they do the listening process.

Brown divided the purpose of listening into 3 purposes, listening for main ideas, listening for details, and listening to make inferences. These three purposes will later become the focus of the tests and treatments that will be given to the two

sample groups which of course have been adjusted to the ability at the junior high school level.

An example of setting a purpose in listening can be described like this: the teacher tells students to hear the main idea of an audio by writing a few selected keywords on the board and students can determine which keywords are the main idea according to the audio that is played later. Or the teacher can also invite students to discuss the questions before the listening process, so that students already understand what purpose they will achieve.

Siegel, (2018) stated that listening to main idea does not focus on specific details or discrete information, but only involves understanding the general thematic. Listening to gist aims to answer key questions that have a connection to the aural text's central theme, topic, and purpose. Listening to gist levels may be found in a wide range of text kinds, including conversations, reports, music, and lectures.

Whereas listening for detail is something that is familiar and widely done in daily activities (Brown, 2006). For example, we need details to get directions to a friend's house, or other places. From this explanation it can be concluded that listening for detail is a listening process that includes specific information such as names, times, locations, etc.

3. Teaching Listening

Nemtchinova (2013) pointed out that the Diagnostic Approach is an approach for teaching listening. This approach assesses students' listening comprehension, telling them that they failed at specific areas, but offers little to teach them how to listen, that is, to assist them comprehend what happened wrong with their

listening and how it may be better.

a. Using incorrect answers to identify weaknesses and provide helpful activities.

A teacher could discover difficulties by noting students' failures in comprehension while checking their answers. She would then discuss with students about how they got at a certain answer, what was keeping them from comprehending parts of the text, and what they might do to improve their listening skills. Finally, she would follow up with exercises that targeted specific listening difficulties raised throughout the session. The goal is to raise students' awareness of their listening processes and encourage appropriate listening practices that they may apply when similar difficulties occur again.

b. Avoiding Listening Tasks That Require Memorization.

The teacher ought to look for a variety of comprehension questions that explore the text's topic while also inviting students to assess their listening skills.

c. Differentiating Between Listening Skills.

Teachers provide learners with a new perspective on the listening process by recognizing a collection of unique behaviors that work together to improve understanding. Listeners may be used to using microskills in their native language, but particular exercises must be developed to assist them transfer those skills to a new language

d. Providing Top-Down and Bottom-Up Listening Practice.

Bottom-up processing allows students to detect lexical and pronunciation components in order to understand the text. Bottom-up activities are especially effective for lower-level students who want to extend their language repertoire since

they focus directly on language forms at the word and sentence levels. As students have a better understanding of the linguistic aspects of the information, their ability to perceive and interpret auditory input will improve.

Top-down processing uses existing knowledge and experience to construct the meaning of a listening text from information provided by sounds and words. To determine the meaning of a text, the listener applies her knowledge of the context, topic, speakers, situation, and environment, matching it to the aural information.

4. The Difficulties in Listening

According to Diora & Rosa (2020), the difficulties that faced by the students when the listening process are:

1) Students' difficulties to the listening material

Diora and Rosa emphasize the challenges that students face when listening to material, such as new vocabulary, complicated grammatical structures, and unfamiliar themes. They also reference the research by Assaf (2015), which discovered comparable issues in listening comprehension for ELC students at Arab American University Jenin. According to the report, students struggle with foreign vocabulary, complicated grammatical structures, and new themes, making it difficult for them to fully absorb the information.

2) Students' difficulties to the listener

In more depth, Diora & Rosa found that students also face difficulties when listening related to the listener. Students feel that they struggle because of themselves such as their lack of ability, anxiety, inability to concentrate, difficulty in inferring the meaning of unknown words, difficulty remembering, and drowsiness. This is also explained by Ismawati (2017) that the listener's lack

of English language skills can cause problems that can hinder the listener in listening comprehension.

3) Students' difficulties to the physical environments

The last difficulty faced by students in listening comprehension comes from the listener's physical environment. Tersta & Novianti (2017) stated that the audio/recording device in the classroom is a physical setting and is included in external elements that can affect students during the process of listening. There are several difficulties related to the physical setting which causes ranging from poor equipment (low-quality cassettes and disks), speed of delivery, lack of breaks, accent variations, difficulty to repeat, and noise.

B. Concept of Caption

Captions, according to Vandergrift (2007), are texts that emerge in response to the audio being played and are delivered in the same language as the target audio. On the other hand, captions are described by Danan (2004) as written text that displays alongside audio and video reinforcement. According to Gernsbacher (2015), captions first appeared on television episodes in the 1970s, and by the 1990s, captions on TV shows were required by law in the United States. The Twenty-First Century Communications and Video Accessibility Act of 2010 mandates that captioned television episodes be captioned when shown on the Internet.

Foreign-language subtitles and captions are similar, which show at the bottom of the screen. But, unlike subtitles, captions translate into writing the same language that is heard when speaking, which is why it's also known as same-language

subtitles. Captions also transcribe sound effects ("raindrops falling", "footsteps approaching", and "horses galloping"), song lyrics, and use italics to distinguish dialog partners and off-screen speakers (Gernsbacher, 2015).

Doughty (2004) as cited in Yasmeeen et al., (n.d.) stated that captioning may be advantageous in listening process because it assists language learners in connecting auditory to visual data, which may enhance form-meaning mapping. Danan (2004) added that caption illustrate the auditory information of the foreign language that learners hear in the video. Captions and subtitles improve language understanding because of this cognitive processes.

C. The Use of YouTube

According to Biel (2011), YouTube is a video-sharing website where users may establish channels to publish, share, and comment on videos, as well as discover and post related videos. Steve Chen, Chad Hurley, and Jawed Karim founded YouTube in 2005. Since then, YouTube has continued to expand and become more popular among people, becoming a source of free video material in the form of music, entertainment, humor, animation, vlogs, and educational purposes.

Brett (1995), Hoven (1999), and Seo (2002) as cited in Hsu et al., (n.d.) emphasized the value of videos in providing visual, contextual, and nonverbal feedback to language learners so that they have simultaneous visual and aural stimuli that can make up for the lack of comprehension that results from listening alone. With a large number of videos in various languages, YouTube provides a wide range of content for prolonged EFL practice outside the classroom. The

website features talk or monologues from native speakers, which can boost students' enthusiasm in learning English and improve students' listening comprehension skills.

D. Previous Research

The first study is conducted by Shalihah et al., in 2023. The researchers investigated about the advantages and disadvantages of using equivalent language subtitles on YouTube videos for students' listening comprehension. Descriptive qualitative was chosen as method of the study, and interview question as an instrument. The subject of the study is 6 students of 8th semester students in English language education program, Universitas Negeri Makassar, who are mostly use and take advantage subtitles service on YouTube video in helping them understand the content of the video. The finding of the study showed that using the subtitle option can assist students comprehend the context of the movie they viewed. The students given positive evaluations for the use of same language subtitle on YouTube video. The researcher also revealed that students can feel the advantages and disadvantages of using same-language subtitles on YouTube videos. The advantages that students perceive from the feature are that they have high accuracy, show clear punctuation, and there is an explanation of slang that is usually not spoken in the audio. On the other hand, students stated that the disadvantages of same-language subtitles are the inaccurate time between the text that appears and the audio playing, typing errors, and some words that are not spoken or not displayed.

Sheikh (2021) also investigated the impact of videos containing and not containing English subtitles on the listening skills of pre-intermediate level EFL students. The researcher separated 80 freshmen into two groups, control group and the experimental who are taught with different method. Following the test, the researcher discovered that there was a statistically significant difference between the mean scores of the experimental group and the mean scores of the control group at the time of the post test. The percentage of effect of the video with subtitles increased by 59.0%, demonstrating an encouraging and substantial change for the experimental group.

In 2023, Cynthia et al. investigated if using captioned news video improved EFL students' listening skills. Twenty-eight students at grade ten-one from SMAN 1 Guru Lombok Kalawat, Minahasa Utara, Sulawesi Utara participated in the study. The researchers applied a quantitative pre-experimental one group pre-test and post-test strategy in the investigation. The researchers utilized statistical descriptive analysis to evaluate the study's findings, and the instrument used to collect numerical data was a four-part test. Each test consisted of five numbers in various forms: multiple choice, true-false, matching, and fill in the blank. Based on the data presentation and analysis, the researchers concluded that using captioned news films as a treatment greatly enhanced students' listening abilities. This is seen by the post-test average value of 78.75, which is higher than the pre-test value of 33.75.

There is a study that explores the potential impact of watching English videos (in the form of TV shows, movies, etc.) Without subtitles and with subtitles (Slovak and English) on students' listening and reading skills. This research was conducted by Metruk in 2018 at the university of Slovakia. The researcher divided 30 subjects

who were students at the University of Slovakia into 3 groups based on their viewing preferences, namely without subtitles group (NSG), English subtitles group (ESG), Slovak subtitles group (SSG). After being divided, all participants spread across the 3 groups underwent listening and reading tests. The researcher used the Analysis of Variance (ANOVA) statistical approach and the Bonferroni post-hoc test to analyze and assess the data from the test findings. The researcher discovered that there was no significant difference in reading and listening test scores among the three groups, despite the fact that the data analysis detected a significant difference between the ESG and SSG groups when the post-hoc test was used to compare the groups. However, the researcher also revealed that using English subtitles had greater benefits than using Slovak subtitles for the students' listening and reading comprehension skills.

Furthermore, Ys et al. (2016) did a study on the effect of employing video texts on second grade students at Unsyiah Laboratory High School's listening comprehension. The researcher conducted this investigation using quantitative methodologies and a two-group experimental study with a pretest-posttest design. The researcher recruited 24 students from class XI IPS as the experimental group (EG) and 24 students from class XI IPA 2 as the control group (CG) to participate in listening tests and interviews. The data was analyzed using descriptive and inferential statistics by the researcher. According to the findings, the usage of films accompanied by text had a substantial influence on students' listening comprehension. The experimental group outperformed the control group in the post-test, as evidenced by the Independent Sample t-test findings. Furthermore, the descriptive statistics revealed a significant average difference between the

experimental and control groups. The analysis results show that videos with text assist students comprehend the context of the videos they watch and listen to better than videos without text. The study also stated that teachers may use text-based films as an alternate teaching medium in English classes, particularly to improve students' listening comprehension.