

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Listening

Listening is a critical component of language acquisition, serving as the foundation for effective communication. According to Richards (2008), listening is both a process of comprehension and a means of acquisition. As learners listen to authentic language input, they not only understand the message but also internalize the language forms, patterns, and usage. This supports the view that listening is not a passive skill but an active process of constructing meaning. Jeremy Harmer (2007) also highlights that listening should engage both bottom-up (sound and word recognition) and top-down (background knowledge and prediction) processes. Brown (2001) emphasizes that listening involves strategic and active engagement with the language.

Emphasizes that active listening involves cognitive engagement, where learners predict, infer, and summarize spoken input. The integration of YouTube in language learning has gained significant attention due to its accessibility and rich audiovisual content (Rost et al., 2021). A study by (Alobaid, 2020) found that YouTube videos improve listening comprehension by providing authentic language input, including varied accents and real-life conversations. Similarly, highlighted that YouTube's interactive features, such as subtitles and playback speed control, support learners in developing listening proficiency (Fithriani, n.d.).

Listening is one of the core language skills and plays a crucial role in second and foreign language learning. It is classified as a receptive skill, where learners must receive, process, and interpret spoken input. Unlike reading, listening is transient—students cannot “rehear” what they missed unless technology is used—which makes it more cognitively demanding.

According to Renandya and Widodo (2021), listening is an active process that involves decoding sounds, recognizing words, understanding grammatical structures, and constructing meaning in real-time. This makes listening one of the most difficult skills for learners to master, especially in EFL contexts where exposure to authentic English is limited.

In terms of listening processes, Fitria and Herlina (2022) explain that learners rely on both bottom-up and top-down strategies. Bottom-up processing involves building understanding from smaller units such as phonemes and vocabulary, while top-down processing uses prior knowledge, context, and expectations to interpret meaning. Both processes should be activated in listening activities to ensure optimal comprehension.

In many EFL classrooms, students face challenges such as unfamiliar accents, fast speech, and limited vocabulary, which hinder their ability to comprehend spoken English. To address this, teachers are encouraged to use authentic and multimodal materials such as YouTube videos, which combine audio and visual input to support comprehension. Sari and Nugraheni (2023) note that these multimodal resources increase

students' motivation and help them make connections between what they hear and what they see, improving both focus and retention.

Hartati and Rofiq (2024) also emphasize the importance of using real-life conversational content in listening practice, as it exposes students to natural language features like pauses, intonation, reduced forms, and everyday expressions—elements rarely found in textbook recordings. These features help students become familiar with how English is actually spoken in daily communication.

In conclusion, listening is an active, complex, and essential skill in language learning. For instruction to be effective, it should combine both processing strategies and be supported by authentic materials that reflect real-life spoken English. The use of English conversation videos from platforms like YouTube is therefore a powerful way to help students develop both their comprehension and confidence in listening.

B. Teaching Listening

Teaching listening effectively requires a well-structured approach that considers both the nature of listening as a skill and the learning strategies needed to develop it. Richards (2008) identifies listening as one of the key components of language proficiency and stresses that teachers should develop activities that promote real-life listening practice. Brown (2001) encourages using interactive methods that involve learners in authentic communication.

According to (Parveen et al., 2022), listening comprehension involves complex cognitive processes where learners must decode sounds, interpret meaning, and respond appropriately. Effective listening instruction should develop both bottom-up processing (recognizing sounds and words) and top-down processing (using background knowledge to infer meaning) (Rost et al., 2021). Recent studies highlight several challenges in teaching listening, including students' limited exposure to authentic language input and difficulties in processing natural speech (Renandya et al., 2023). Traditional listening exercises often fail to engage learners, necessitating innovative approaches that incorporate authentic materials and interactive techniques (Zhang & Zou, 2022).

The integration of technology, particularly YouTube, has transformed language learning by providing access to authentic and engaging listening materials. Found that YouTube enhances listening comprehension through features such as subtitles, playback speed control, and visual context, which aid learners in understanding spoken language (Alobaid, 2020). Similarly, demonstrated that YouTube videos expose students to various accents, dialects, and real-life communication scenarios, improving their listening adaptability (Fithriani, n.d.).

A study by (Nguyen & Hung, 2021) revealed that students who used YouTube for listening practice showed significant improvement in comprehension compared to those who relied solely on textbook audio. The interactive nature of YouTube, including comments and discussion

prompts, also fosters collaborative learning and deeper engagement (Moorhouse et al., 2023).

Teaching listening is a critical component of English language instruction, particularly in EFL (English as a Foreign Language) contexts, where students have limited exposure to authentic spoken English outside the classroom. Effective listening instruction must go beyond simply playing audio materials; it requires structured activities, scaffolded support, and the use of meaningful input.

According to Andriani and Pratiwi (2022), teaching listening should involve three key stages: pre-listening, while-listening, and post-listening. The pre-listening stage activates students' prior knowledge and sets a purpose for listening. The while-listening stage focuses on listening for specific information or general understanding, while the post-listening stage helps students reflect, discuss, and apply what they have understood. These stages guide students in developing both bottom-up and top-down listening strategies.

Yuliana and Sari (2023) argue that successful listening instruction must integrate authentic materials, such as real conversations, interviews, and video content, to expose learners to natural speech. Unlike scripted textbook audio, authentic materials present the real rhythm, pronunciation, and vocabulary of native speakers, which can significantly improve listening fluency.

Technology has also become a central tool in teaching listening. Nugroho et al. (2021) emphasize that multimedia platforms like YouTube, when used appropriately, offer access to vast resources of conversation-based listening content. This aligns with Dual Coding Theory, which explains that students comprehend information better when presented through both visual and auditory channels. When students watch and listen at the same time, they build stronger mental representations of language.

In addition, Hasanah and Putra (2024) point out that incorporating video content increases student motivation and reduces listening anxiety. Many learners find traditional listening tasks stressful due to unclear audio, limited context, or unfamiliar vocabulary. However, video-based instruction provides visual cues, body language, and situational context that help learners understand meaning more easily.

Finally, effective listening instruction must also address learner autonomy. Wijaya and Ayu (2022) suggest that students should be encouraged to practice listening independently outside of class using online resources, podcasts, or English videos. Teaching listening, therefore, is not only about classroom strategies, but also about equipping students with tools and habits for continued learning.

In summary, teaching listening in EFL settings requires structured stages, authentic and multimodal input, the integration of technology, and a focus on learner motivation and independence. The use of English

conversation videos from platforms like YouTube provides a powerful approach to achieve these goals.

C. YouTube Video

YouTube has become a popular platform for language learning due to its accessibility and rich variety of authentic content. Richards (2008) supports the use of real-world video input to promote listening comprehension and language noticing. According to Brown (2001), using media in language teaching should support learner autonomy and provide meaningful input. Video materials offer a blend of audio and visual cues that enhance understanding, particularly for EFL learners. The platform provides learners with exposure to real-world language use through various content formats, which is crucial for developing listening comprehension skills (Fithriani, n.d.). Research by (Alobaid, 2020) demonstrates that YouTube videos enhance listening skills by presenting authentic language input with visual context, helping learners connect auditory and visual information.

The interactive features of YouTube, such as adjustable playback speed, closed captions, and the ability to replay sections, make it particularly effective for listening practice. These features allow learners to control their learning pace and revisit challenging sections, which is especially beneficial for developing listening skills. Furthermore, YouTube's algorithm recommends related content, enabling learners to discover additional

materials that match their proficiency level and interests (Moorhouse et al., 2023)

The use of YouTube videos in English language teaching has become increasingly popular due to its accessibility, variety of content, and ability to provide authentic language input. YouTube offers learners exposure to real-life English through visual and auditory channels, making it an effective tool for improving listening comprehension.

According to Rahmawati and Prasetya (2022), YouTube videos serve as rich input for language learners, especially in enhancing their ability to understand native and non-native English speakers in diverse contexts. Learners benefit from hearing natural intonation, pronunciation, and expressions that are not typically found in scripted textbook audio.

Sulaiman and Fitriani (2021) emphasize that the multimodal nature of YouTube videos combining images, sound, facial expressions, and context supports learners in decoding meaning more effectively. This aligns with Dual Coding Theory, which suggests that learners retain information better when it is presented both visually and verbally (Sweller, 2023). The combination of spoken language and visual cues helps reduce cognitive load and improves comprehension, particularly for low- and intermediate-level learners.

From a motivational perspective, Nasution and Arifin (2023) found that YouTube videos increase student engagement and reduce listening anxiety. Students reported feeling more comfortable and motivated when

learning from video content compared to traditional audio-only exercises. This is because YouTube content often includes familiar settings, contemporary topics, and relatable situations, which foster interest and curiosity.

Moreover, Wulandari and Fikri (2024) highlight that using YouTube conversation videos in EFL classrooms allows students to observe not only what is said but also how it is said. This includes watching body language, expressions, turn-taking patterns, and pragmatic features, all of which contribute to more holistic listening skills.

In classroom implementation, YouTube can be used in various formats such as interactive lessons, comprehension tasks, or as a model for speaking and pronunciation. However, Astuti and Permana (2023) caution that the selection of videos must be pedagogically appropriate, level-appropriate, and clearly aligned with learning objectives to maximize their educational impact.

In conclusion, YouTube videos provide authentic, multimodal, and engaging content that supports effective listening instruction. Their integration into EFL teaching, especially through conversation-based videos, enhances both comprehension and motivation in learners, making them a valuable resource in 21st-century classrooms.

D. English Conversation

English conversation refers to spoken exchanges between speakers in real-life contexts. It includes everyday dialogues, interviews, discussions,

and other forms of natural communication. Richards (2008) explains that conversational listening exposes learners to discourse features such as turn-taking, hesitation, and informal expressions. This helps learners build discourse competence and pragmatics.

Brown (2001) underlines the importance of interactive and meaningful conversation in language pedagogy. He argues that conversation-based learning promotes not only linguistic accuracy but also communicative confidence. Encouraging students to listen to and participate in conversation builds their overall language proficiency. According to Kurniawan and Marlina (2022), English conversation allows students to learn how language is used naturally, exposing them to features like intonation, hesitation, stress, and turn-taking. These features are often missing from scripted or artificial listening materials. Learners who are trained with conversation-based media tend to perform better in identifying meaning through both linguistic and paralinguistic cues.

Rahmah and Santoso (2023) further argue that listening to English conversations helps students develop discourse competence, as the materials are presented in meaningful communicative contexts. Unlike monologues or lecture-style listening, conversations reflect the social use of language, making them more effective in increasing learner engagement and retention.

Using English conversation videos from platforms like YouTube also enhances the input through visual support, which aligns with dual

coding theory. According to Putri and Handayani (2023), combining audio with video helps students better comprehend spoken content by supporting verbal processing with visual elements such as facial expressions, gestures, and contextual clues.

From a sociocultural perspective, Wijaya and Setiawan (2024) emphasize that conversational listening tasks promote interactive learning and social participation, which are essential in second language acquisition. Students not only listen to the language but also understand how it is used in real-life situations. This social dimension strengthens their motivation and confidence.

Moreover, Fauzan and Amelia (2021) found that learners who regularly practiced listening through conversation-based videos showed significant improvement in their listening scores and reduced listening anxiety. The familiarity and relatability of conversations helped students feel more comfortable and engaged.

In conclusion, English conversation provides a rich, authentic, and accessible form of input that supports both cognitive and social aspects of listening comprehension. When delivered through modern media such as YouTube, it offers multimodal advantages that make listening activities more effective and learner-centered.

E. Relevant Previous Study

Several previous studies have investigated the use of YouTube as a medium for teaching English listening skills, particularly in the context of

English as a Foreign Language (EFL). These studies support the foundation of the current research and help identify the gap this study seeks to address.

Putri and Handayani (2023) conducted a study entitled "The Impact of YouTube-Based Conversational Videos on EFL Students' Listening Skill." Their research found that students who were exposed to English conversation videos on YouTube significantly improved their listening comprehension. The students also demonstrated increased engagement and reduced anxiety during listening tasks.

Another study by Rahmawati and Prasetya (2022) titled "*The Effectiveness of Using YouTube Videos in Teaching Listening Skills*" explored how visual and contextual elements in YouTube videos help learners understand spoken English better. Their findings revealed that students who learned through video-based instruction performed better on listening comprehension tests than those using audio-only methods.

Wulandari and Fikri (2024) investigated the role of YouTube videos in developing pragmatic listening skills. Their study emphasized that conversation videos offer learners access to real-life speech features such as intonation, stress, and turn-taking, which are often missing in traditional classroom materials.

The current research differs from the studies above in that it specifically examines the effectiveness of YouTube conversation videos in comparison to dictation-based instruction among eleventh-grade students at SMAN 3 Kota Kediri. While earlier studies confirm the general benefits of

YouTube in EFL listening instruction, this study aims to fill the contextual and methodological gap by focusing on a local Indonesian high school and comparing two distinct teaching approaches.