

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about the listening skill, YouTube videos, and previous study.

#### **A. Listening Skill**

##### **1. Definition of Listening Skill**

Listening is an ability to know and understand what other people are saying (Guo, 2005). In this case, the listener tries to understand the meaning of something that is said. This can be seen from the speaker's accent or pronunciation, grammar, and the speaker's vocabulary. Listening skill is the ability to receive sounds, listen and then select sounds, and to determine the meaning of certain sounds that are spoken. Listening skill involves the ear and brain working together. Listen is to receive sounds and brain is to determine the meaning of these sounds.

Listening also requires the listener to combine several components during the listening process. Rost (1994) states that there are several components that must be mastered in listening skill, including distinguishing sounds, recognizing and identifying words, identifying functions in conversation, remembering important words, giving appropriate feedback to the speaker. So, background knowledge and context are important to do because in order to be able to predict and confirm a meaning. After that the listener can reformulate what was heard from the speaker. Once a person has applied the component skills,

they can listen successfully and correctly. So, listening skill includes the listener's ability to accept the meaning spoken by the speaker orally by involving components in the listening process.

Listening can be said to be an active skill because when listening we don't just hear the sound but analyze and understand the meaning spoken by the speaker. According to Vandergift (1999), listening is an active process in which one must be able to distinguish between sounds, understand vocabulary and grammatical structures, understand stress, and intonation. Therefore, listening is said to be an active skill. When listening, people need to make connections between what they hear and their knowledge. They also try to understand the meaning being negotiated by the speaker at the same time.

## 2. Types of Listening

In listening activity, a person has a goal to be achieved. Some people listen with the aim of wanting to know something or information. Another goal is to maintain interaction between two or more people on a reciprocal basis so that communication can continue. According to Nation and Newton (2009), there are two types of listening:

### a. One-way Listening (transactional listening)

One-way listening is listening in the form of information transfer. The process is the information is transmitted. This is the same as the activity of listening to information in the form of teaching materials provided by the teacher. This type of listening is important in academic matters such as listening to lecturers' explanations, and

listening to school lessons to gain knowledge. In other conditions, when watching television or listening to the radio to get information. The language listened to is spoken variety. So each condition has a different listening purpose.

b. Two-way Listening (interactional listening)

Two-way listening is listening with the aim of maintaining social relations between two or more people or can be called interaction. The process involves listening to others when they are speaking and responding afterward. This is the same as when people listen to their interlocutors and then answer or respond to them in a conversation. In listening, two-way listening is more accurate in getting information than one-way listening because there is dialogue or discussion. In addition, two-way listening requires a response after listening to the other person. The listener must be careful with what the speaker says so that there is no misunderstanding in capturing the meaning.

3. Processes of Listening Skill

Listening is a process to interpret a meaning uttered by someone. Nation and Newton (2009) divide the process in listening activities into two:

a. Top-down Process

The top-down process is the process of listening by using what they know about the communication context to understand the information received. In addition, they can predict the contents of the

message received and confirm a message. In this case, listeners use their knowledge to understand the meaning of a message. The key to this process is drawing conclusions from the understanding gained. With this one must pay attention to and study the details of the language and the parts of the language system in order to get the right conclusions and understanding in the listening process.

b. Bottom-up Process

Bottom-up process is the process of listening by collecting messages piece by piece from the stream of speech being heard. This process uses incoming input as the basis for understanding a message. According to Field (2003), the bottom-up process involves understanding the flow of speech at several levels including phonetic, phonemic, lexical, semantic, syntactic, syllabic, pragmatic, propositional, and interpretive hearing.

## **B. YouTube Videos**

YouTube is a communication medium that refers to content that can be accessed on digital devices anytime and anywhere. It displays creative products in the form of online videos to share information and find out information from someone around the world through a website. YouTube technology is an important factor in motivating students to watch, read, write, discuss, and interact in the learning process (Albahiri & Alhaj, 2020).

YouTube was launched in May 2005 which is a company owned by Google. YouTube was created by Chad Hurley, Steve Chen, and Jawed Karim in February 2005. They are former employees of PayPal (a

commercial online site). People can easily find, watch, and share various videos in YouTube. It provides a place to connect with one another and provide inspiration and information for others around the world. YouTube is also a distribution platform for creators of original content and advertisements.

YouTube has a great impact on people, especially for those who have a passion for making videos such as short videos, tutorial videos, learning videos, and vlog videos. They have a place to publish their work. It can be accessed using gadgets. Besides that, there are also many genres of YouTube content that can be found such as education, news, life style, and interests. YouTube also plays an important role in language learning, everyone can learn it because YouTube users come from various countries around the world which have different languages. According to Kabooha & Elyas (2018), YouTube can be a resource for students learning English.

Intensity is a person's effort to perform a particular activity (Ajzen, 1991). It also means a state of intense degree or measure of doing something. It can also be called the level of difficulty or strength of something. Watching intensity is watching activities that are carried out regularly or routinely, frequently, and these activities are carried out automatically. Intensity can be described when someone is serious in carrying out an activity so that he gets maximum results.

Watching intensity is the level or measure of how intense you are at viewing or watching something such as pictures and videos. The attitude and actions of the audience will be affected by the intensity of watching this.

When watching something, a person would observe the words of the speaker. Observations that are often made by someone repeatedly will make that person used to it so that they can improve their memory. When someone is observing what they are watching by focusing their full attention, it is more likely that the person's understanding can increase. Activities that match a person's interests or that they like will hold their attention more than activities that they do not like. When a student watches a video on YouTube about the video they want to watch or the video they like, they will easily understand or absorb information from the shows they watch more quickly. The intensity and experience of a student will increase when students practice listening more. Besides practicing their listening, the students will also get new vocabulary, knowledge about grammar, pronunciation, word stress, syntax, etc. (Rieni et al., 2022). It was obtained based on voice tone, pitch and accent when they listened and watched English YouTube videos.

According to Ajzen (1991), watching intensity can be measured by frequency, duration, attention, and appreciation. Frequency is how often someone does an activity in a certain period of time. It relates to the number of times a person watches a video in one day and how many video titles are watched each day. Duration is how long a person does an activity. It has to do with how long someone watches videos in one day. Attention is a person's interest in a particular object. This relates to the types of activities that a person does while watching a video, whether just watching or while doing other activities. When someone has a desire or need, that person will focus their attention on watching the video. Appreciation is a person's

understanding or absorption of information, then the information is understood and stored as knowledge. This relates to how well someone understands the content of the video.

### **C. Previous Study**

There are some previous studies that have conducted researches related to this research about YouTube videos and students' listening skill. The first research was conducted by Rieny et al. (2022) about students' habit of watching YouTube videos and their listening skill. The research was conducted at IKIP PGRI Bojonegoro. The object of the research was English Department students with 52 students as sample. The researcher used quantitative method to collect data using Pearson's Product Moment Correlation. The research instrument used questionnaire and listening test. The research findings showed that there is a low correlation between students' habit of watching English YouTube videos and their listening skills.

Next research was conducted by Ningtias et al. (2020) about the correlation between students' intensity when watching English videos on YouTube and students' listening skill. This research was conducted at SMAN 4 Malang. The object of the research is 81 students of class XI. This research used quantitative method with correlation design. The instrument used questionnaire and listening test. The findings showed that there is a positive correlation between students' intensity in watching YouTube and students' listening skills.

The next research was conducted by Rizkan et al. (2019) about using YouTube as a teaching media on the students' listening skill. The research

was conducted at IKIP PGRI Pontianak. The object of the research was second semester students. The researcher used quantitative method with quasi experimental research to determine the effect of using YouTube on the students' listening skill. The research instrument used a listening test. The results showed that the use of YouTube was effective for teaching listening comprehension and there was an interaction between the learning media applied in listening learning.

Another research was by Saputri (2018) about watching English YouTube vlog and students' listening ability. The research was conducted at University Muhammadiyah Malang. The object of the research was sixth semester students in English Language Education Department with 23 students as sample. The researcher used quantitative method by applying a correlation research design to process data. The research instrument used a questionnaire and document. The results showed that there was a correlation between students' watching English YouTube vlog and their listening skill.

Research by Qomariyah et al. (2021) about effect YouTube video on students' listening comprehension performance. The object of the research was the first semester students of English language education. The researcher used quasi-experimental with non-equivalent control group design. The instrument of the research was listening test. The research finding showed that there is a significant effect of the students' listening comprehension performance.

Another research was conducted by Meldayanti (2022) about the influence of YouTube videos on listening. The research was conducted at MA Guppi

Samata Gowa. The object of the research was 11 grade students with 25 as sample. The researcher used quantitative method and the design was pre-experimental research. The research instrument used a test. The research findings showed that there is a significant influence of YouTube videos on listening achievement.

Based on the previous studies mentioned above, there is a lack of that research. The previous studies do not mention what type of listening is used. One of the previous studies only describes the types of listening but does not mention which type of listening that the research uses. While this research uses one-way listening and two-way listening. According to (Newton & Nation, 2020), there are two types of listening, one-way listening and two-way listening.