

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Youtube Media

As the times evolve, it is undeniable that today's technology is increasingly advanced. People continue to strive to advance technology to advance civilization and make it easier for people to live their lives today. Currently, social media is the most popular information technology. Pew Research Center has chronicled the various ways in which Americans use social media to get information and communicate with others throughout the last decade. Andreas M. Kaplan and Michael Haenlein state that social media is a collection of internet-based apps that are built on ideology and technology of Web 2.0 and are divided into the following categories: (1) website collaboration projects; (2) Blogs and Microblogs; (3) Contents where users can share various kinds of media content in certain formats that can be seen and heard such as Youtube; (4) Social networking sites; (5) Virtual Game World; (6) and Virtual Social World.¹ One of the most popular social media for internet users today is Youtube. Youtube is a popular video-sharing website where users can upload, view, and share video clips. Youtube has become a very popular new media of Web 2.0. An article in Wired recently mentioned that an average of 65,000 uploads and 100 million videos are watched per day on Youtube. With this data, it can be said that many YouTube users upload their videos.

Every year, the official YouTube website <http://www.Youtube.com> publishes startling statistics regarding the global use of YouTube. Youtube is available in 43 countries and 60 languages, with over one trillion views, or around 140 views for every person on the earth.²

¹ Andreas M. Kaplan and Michael Haenlein, "Users of the World, Unite! The Challenges and Opportunities of Social Media," *Business Horizons* 53, no. 1 (2010): 59–68, <https://doi.org/10.1016/j.bushor.2009.09.003>.

² Munassir Alhamami, "Observation of Youtube Language Learning Videos," *Teaching English with Technology: A Journal for Teachers of English* 13, no. 3 (2013): 3–17.

Youtube host video that is cumulatively currently viewed more than 2 billion times each day. According to one study, 90% of people aged 18 to 24 use YouTube and other video-sharing sites regularly, with 36% watching TV series, movies, instructive videos, and other clips.³ Youtube is a video-sharing website that allows users to publish, share, and watch videos. It displays a wide range of user-generated video content, such as movie clips, TV clips, and music videos, as well as amateur video content, such as video blogging and short original videos, using Adobe Flash video technology.⁴ Youtube was first administratively registered in 2005 Founded by Steve Chen, Chad Hurley, and Jawed Karim who was the founding initiative of Youtube, with San Mateo, California as Youtube's official address.⁵

As the years go by, YouTube is not only used to find information about public figure news but now YouTube can be used as a reference in the world of education. Youtube is also being used for teaching and learning. The video has long been regarded as a powerful teaching and learning tool.⁶ There are tons of videos from YouTube that we can make an additional source of learning apart from formal education. As happened 2 years ago, the coronavirus has paralyzed the world in the economic, social, and even educational sectors. Indonesia is one of the countries affected, so the world of education has switched to an online learning system. The limitations of students in capturing or absorbing the material taught during online learning are an

³ Fadhilah Harahab Putri, "Youtube for Self-Regulated Language Learning: An EFL Perspective," *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 2 (2019): 42–57, <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/5411/3178>.

⁴ Asti Wahyuni and Alvi Raihan Utami, "The Use of Youtube in Encouraging Speaking Skill," *Pustakailmu.Id* 7, no. 3 (2021): 1–9.

⁵ Anisa Yuniarti, "The Effectiveness of "Kampung Inggris Language Center" Youtube Channel in Teaching Grammar at SMA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020," (Thesis, Ponorogo, State Institute of Islamic Studies Ponorogo, 2020).

⁶ Fadhilah Harahab Putri, "Youtube for Self-Regulated Language Learning: An EFL Perspective," *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 2 (2019): 42–57, <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/5411/3178>.

obstacle to achieving learning goals. With these obstacles, students are not optimal in learning. Learning media is critical for assisting students in their learning process. Learning media can also draw students' attention during the learning process, making learning more relevant.⁷ The existence of YouTube social media as a source of learning information can make students understand the subject matter quickly and minimize boredom due to online learning.

Youtube learning media can be viewed at any time and from any location, allowing parents to accompany learning even when they are working.⁸ The advantages of YouTube are the attraction of users in using YouTube. Flexible access time and can be accessed by anyone. It should also be noted, that parents must take part in supervising learning in early childhood.

2. English Language Learning

English is a foreign language that plays a significant role in the academic culture of Indonesia's higher education system. English is the official language of seventy-five nations throughout the world and 50 of the most prestigious colleges employ English as a language of instruction or international programs in academic culture. English proficiency is one of the university's quality assurance targets at Universitas Islam Indonesia.⁹ The English language ability of the speakers determines the scores of listening skills, speaking skills, reading skills, and writing skills that are frequently offered. The purpose of language teaching and learning is to achieve communicative competence. In English language learning, we often know and are required to master skills including speaking, reading,

⁷ Rahmatika, Munawir Yusuf, and Leo Agung, "The Effectiveness of Youtube as an Online Learning Media," *Journal of Education Technology* 5, no. 1 (2021): 152, <https://doi.org/10.23887/jet.v5i1.33628>.

⁸ Rahmatika, Munawir Yusuf, and Leo Agung, "The Effectiveness of Youtube as an Online Learning Media," *Journal of Education Technology* 5, no. 1 (2021): 152, <https://doi.org/10.23887/jet.v5i1.33628>.

⁹ Astri Hapsari, "Language Learning Strategies in English Language Learning: A Survey Study," *Lingua Pedagogia, Journal of English Teaching Studies* 1, no. 1 (2019): 58–68, <https://doi.org/10.21831/lingped.v1i1.18399>.

listening, and writing. Even in schools, these four skills are the reference for students to master English.

Language is one of the most important factors influencing international communication operations. For competency and communication, students use several aspects of English language skills such as listening, speaking, reading, and writing.¹⁰ Language is one of the important things in communicating with individuals or groups. With the existence of language, individuals or groups can communicate properly and correctly.

Students are often deficient in English language acquisition in many regions of the world, particularly in nations where English is not the native language. According to Hashemi, pupils' difficulties in learning English are caused by differences in social context and cultural environment.¹¹ According to Normazidah, Koo, and Hazita, the reasons influencing EFL learners' poor performance in English Language Learning are as follows:¹²

- a. English is regarded as a difficult subject to learn.
- b. Learners' learning depends on the English teachers as authorities.
- c. There is a lack of support for to use of English in the home environment and the community.
- d. Learners have insufficient or lack exposure to the language as there is a limited opportunity to use English outside the classrooms.
- e. Students have a limitation of vocabulary proficiency as well and English reading materials are not always available.

¹⁰ Reza Ahmadi Mohammad, "The Use of Technogy in English Language Learning," *International Journal of Research in English Education (IJREE)* 3, no. 2 (2018): 115–25, <http://ijreeonline.com/>.

¹¹ M Hashemi, "Language Stress and Anxiety Among The English Language Learners," *Procedia – Social and Behavioral Sciences*, 30 (0), 1811-1816, <http://dx.doi.org/10.1016/j.sbspro.2009.01.077>

¹² Normazidah, C. M., Koo, Y. L., & Hazita, A, "Exploring English Language Learning and Teaching in Malaysia," *GEMA Online Journal of Language Studies*, 12(1), (2012) 35-55

- f. Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate to use the language.
- g. Lack of motivation for learning or a negative attitude toward the target language.

From the factors above, it can be seen that there are many possible factors that learners lack in English language learning.

Students are expected to be active and self-directed. To the goal of the 2013 curriculum, the teaching and learning process is meant to assist students in learning by locating knowledge and information on their own. It is believed that language learning strategies are essential for assisting pupils in learning how to learn.¹³ Strategies in learning for students are necessary things related to maximizing and supporting student learning. Language learning strategies assist English Language Learners in mastering the materials independently, either individually or with others, whereas successful language learners make use of different types of learning strategies.

According to Astri Hapsari, this research revealed that there are several strategies used in English Language Learning as follows:¹⁴

- a) Memory strategy
- b) Affective strategy
- c) Compensation Strategy
- d) Social Strategy

3. Speaking Skill

a. Definition of Speaking

According to Webster's New Dictionary Speaking is to say words orally, to communicate as though by talking, make a request, and to make a speech.¹⁵

¹³ Melvina Amir, "Language Learning Strategies Used By Junior High School Efl Learners," *LLT Journal: A Journal on Language and Language Teaching* 21, no. 1 (2018): 94–103, <https://doi.org/10.24071/llt.v21i1.924>.

¹⁴ Astri Hapsari, "Language Learning Strategies in English Language Learning: A Survey Study," *Lingua Pedagogia, Journal of English Teaching Studies* 1, no. 1 (2019): 58–68, <https://doi.org/10.21831/lingped.v1i1.18399>.

¹⁵ Nunan D, "Language Teaching Methodology: A Textbook for Teacher," NY : Phoenix Ltd., p,593

According to Lai speaking is the process of creating and sharing meaning via the use of verbal and nonverbal symbols in various contexts. Speaking can be defined as a means of communication between groups or between individuals.¹⁶ With communication, we can make or express our thoughts or opinions to others. Communicating makes it easier to exchange ideas with others.

Shiamma Abd El Fattah Torky defined Speaking as a two-way activity that includes genuine communication of ideas, facts, or emotions.¹⁷ This kind of view sees the spoken text as a collaboration between two or more people in a shared moment and context. Sepaking becomes a two-way communication process such as expressing opinions, conveying information from us to others, or channeling emotions straightforwardly and directly with several people. Burn and Joyce defined speaking as a participatory process of constructing meaning that includes producing, receiving, and processing information. Speaking is also a way of interpreting information, creating information, receiving information from others, and also sorting and choosing information from outside.

b. The importance of speaking

Humans are hardwired to speak before learning to read and write. In any given situation, humans spend far more time interacting orally with language than writing it down. Speaking is the most significant talent because it is one of the abilities required to participate in a conversation. Sri Wahuningsih and Siti Malaiha Dewi state that speaking may be not easy for beginners.¹⁸

¹⁶ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34-41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

¹⁷ Shaimma Abd El Fattah Torky, "The Effectiveness of a Task – Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students," (Thesis, Ain Shams University)

¹⁸ Sri Wahyuningsih and Siti Dewi, "Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students," 2019, 1-7, <https://doi.org/10.4108/eai.27-4-2019.2285332>.

Speaking English is not an easy undertaking since speakers must understand several important components such as pronunciation, grammar, vocabulary, fluency, and comprehension.¹⁹ Speaking is considered important because speaking is one of the skills that are closely related to humans in everyday life. Every day humans talk to other people, chat, and exchange ideas with each other every day. In English, speaking English is considered a difficult thing because in English speakers are required to be able to master the components of English speaking.

Purhosein Gilakjani states that Speaking is incredibly important in people's interactions where they speak everywhere and every day. Speaking is the process of verbally transmitting thoughts and messages. If we want to encourage kids to communicate in English, we should utilize it in real-life situations and ask them to do the same.²⁰ Speaking is our daily routine in life, which is why it is considered important. Speaking is an oral communication activity. From Purhosein's statement, it can be concluded that English-speaking activities must be done directly to encourage learners to speak English. Using English in every conversation in daily life can influence learners to do the same thing. With that, learners can train and become fluent in speaking English.

c. Characteristics of Speaking Skill

Mazouzi states that Learner activities should be designed to produce an equivalency between fluency and accuracy. Fluency and accuracy are critical components of a communication approach. Classroom practice can help students improve their communication skills. As a result, they should understand how the language system

¹⁹ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34-41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

²⁰ Purhosein Gilakjani, A, "A Review of EFL Learnes' Speaking Skill and The Strategies for Improvement," *Modern Journal of Language Teaching Methods (MJLTM)*, 6 (9), 53-59

operates.²¹ Fluency and accuracy are important elements in communication, it is because fluency and accuracy are the basis for a good and correct communication. By practicing consistently, learners can build communication skills.

Some characteristics of speaking skills are as follows²²:

1) Fluency

Fluency is the learners' ability to speak understandably in order not to break down communication because listeners may lose interest.

2) Accuracy

Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation.²³

3) Grammatical

Learners' correct use of a grammatical structure requires the length and complexity of the utterance and well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in a suitable context.

4) Pronunciation

Pronunciation is the lowest level of knowledge learners typically pay attention to it. To speak the English language accurately, learners should master phonological rules and they should be aware of various sound and their pronunciation. Learners should also know the stress, intonation, and pitch. All

²¹ Mazouzi, S. "Analysis of Some Factors Affecting Learners' Oral Performance. A Case Study: 3rd Year Pupils Menaa's Middle Schools." (2013)

²² Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34-41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

²³ Mazouzi, S. "Analysis of Some Factors Affecting Learners' Oral Performance. A Case Study: 3rd Year Pupils Menaa's Middle Schools." (2013)

of these elements help learners speak the English language easily and effectively.

d. The problem of Speaking Skill

Sri Wahyuningsih and Muhammad Affandi dalam penelitiannya menungkapkan ada beberapa masalah pada speaking skill pada siswa, yaitu:²⁴

1) Lack of Appropriate Vocabulary

The inability to transmit appropriate English vocabulary may become the primary issue in speaking class. As a result, students tend to be more passive when speaking English. Those that can express better vocabulary, on the other hand, tend to be better speakers.

2) Lack of Grammar Mastery

Grammar proficiency may be critical in improving pupils' speaking fluency. Most kids struggle to express themselves using suitable and correct grammar.

3) Lack of Correct Pronunciation

Pronunciation is one of the important characteristics that contribute to speaking fluency, and it is taught in phonology classes. Furthermore, it falls within the category of intellectual competence, which is essential for speaking in the majority of educational settings. In interpersonal communication, phonological competency and comprehensible output are critical for producing successful spoken conversations.

4) Lack of English Input outside the class

Lack of input regarding English interaction, especially the English environment. Consequently, some people exclusively speak English in the classroom and rarely speak it outside of it. Lack of input outside of class may hinder English growth, particularly in speaking, because students rarely hear sounds and words spoken in English outside of class.

²⁴ Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967–77, <https://doi.org/10.12973/EU-JER.9.3.967>.

Furthermore, social experience plays a significant impact in developing students' English ability in speaking.

5) Lack of Confidence

The interviews in this study mentioned that the lack of engaging activities for English organization outside of the classroom has given students fewer opportunities to speak English and has made them less competent when required to perform English communication. Furthermore, students are rarely involved in extracurricular English activities and programs such as workshops, seminars, competitions, public speaking, and others.

6) Lack of Language Development in the Curriculum

The obstacles of English courses often focus on literature, language theories, grammar, and phonology, with an emphasis on gaining awareness and knowledge related to the language system rather than employing theories and knowledge in real interaction. As a result, language advances frequently fail in their implementation. Furthermore, the information and pedagogical materials of the English curriculum may fail to embrace the students' expectations to strengthen their English communication skills.

B. Theoretical Framework

In receiving learning, students are not only presented with material continuously but a medium is considered important to increase understanding for students. Learning media can also draw students' attention during the learning process, making learning more relevant.²⁵ In today's world, technology continues to grow rapidly. One example of the impact of the times is the emergence of social media. Social media is currently an internet communication that is in great demand by people. From small children, teenagers, and adults

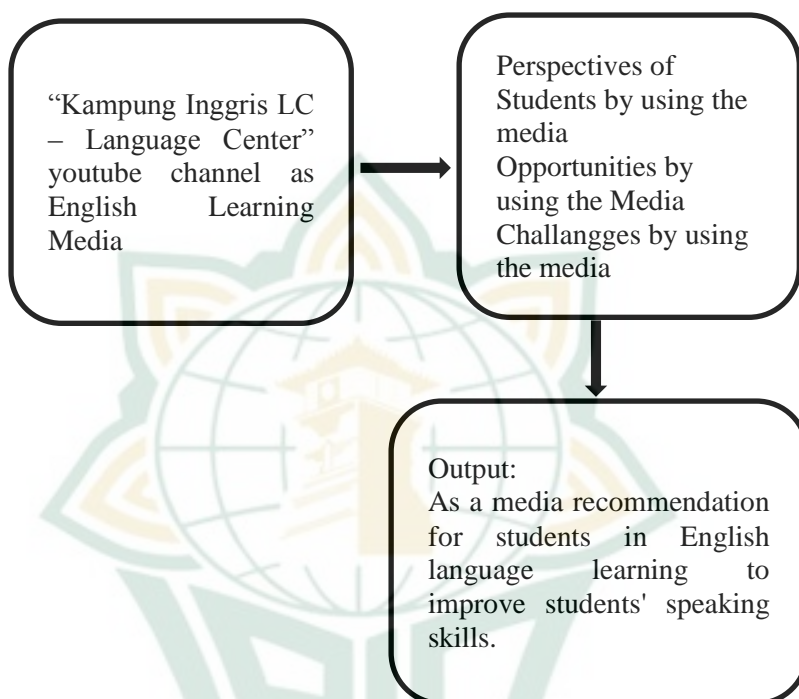
²⁵ Rahmatika, Munawir Yusuf, and Leo Agung, "The Effectiveness of Youtube as an Online Learning Media," *Journal of Education Technology* 5, no. 1 (2021): 152, <https://doi.org/10.23887/jet.v5i1.33628>.

to parents, most of them already know what social media is. One of the social media that is very popular with people today is YouTube. Youtube is a medium that displays sound, images, and videos. Youtube is a medium for finding information. In addition, YouTube can also be used as a medium of learning. Because there are many YouTube channels, the videos there are very educational.

In English language learning, supporting media can be a way to improve students' learning. English language learning includes several skills, namely speaking, listening, writing, and reading. In this research, the writer focuses on speaking skills which is the goal of ability. The writer uses YouTube as an English language learning medium. In this case, the "Kampung Inggris LC - Language Center" YouTube channel as a reference for students to explore videos from the channel to improve their speaking skills.

In this research, the writer focuses on the Perspectives, opportunities, and challenges students of using the "Kampung Inggris LC - Language Center" YouTube channel to improve their speaking skills. In this context, the writer reveals to students such: students' perspectives on using the "Kampung Inggris LC - Language Center youtube channel, what opportunities obtained after watching videos from the YouTube channel, and what the challenges faced by students while learning by using the "Kampung Inggris LC - Language Center" YouTube channel as a learning medium. The findings of this study could be used as a learning media recommendation to improve speaking skills at school.

Figure 2.1
Theoretical Framework



C. Review of Previous Studies

Related to this research, the writer select literature from previous studies that are relevant to the research. Whether it is a thesis or a journal article:

- a. Youtube Channel: an Alternative Social Media to Enhance EFL Student Speaking Skill.²⁶

This research was conducted by Muhammad Ilyas and Miranti Eka Putri and aims to determine whether or not there is a significant effect of using YouTube channels on

²⁶ Muhammad Ilyas, Miranti Eka Putri, “Youtube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill,” *J-SHMIC: Journal of English for Academic* 7, no. 1 (2020): 66–76, <https://journal.uir.ac.id/index.php/jshmic/article/view/3905>.

speaking skills. This research design is a quasi-experimental research with a sample of 48 students of an English education study program. To collect the data, researchers used pre-test procedures (Spoken test) such as: Administering pre-test, administering treatment, and administering post-test. The results of this study showed a significant improvement. Based on SPSS data, the sig. (2-tailed) is 0.000 which is not greater than the probability value of 0.05 ($0.000 < 0.05$). So it can be concluded that there is a significant effect of using YouTube channels on speaking skills.

Muhammad's research has similarities with this study regarding the use of YouTube as a learning medium to improve speaking skills, but there are differences between this research and Muhammad's research, Muhammad's research focuses on the significant effect of using YouTube channels on speaking skills, but this study focuses on the perspectives, opportunities, and challenges by students of using YouTube channels on speaking skills.

b. The use of Youtube Videos in Encouraging Speaking Skill.²⁷

This research was conducted by Asti Wahyuni and Alvi Raihan Utami and aims to improve the speaking skills of students in the English language education class at the University of Teknokrat Indonesia by using YouTube media. This research used a qualitative method. The sampling technique used in this research is purposive sampling, namely the technique of determining the sample by selecting a sample among the population according to the wishes of the researcher. To collect the data through a questionnaire, there were 40 students from the English education class. The researcher collected data online for the subject to answer the questions. The result of this research showed that the students of this research agree that the use of Youtube as a medium improves the ability of English education students in speaking classes.

Asti's research is similar to this research in terms of using youtube to improve speaking skills. But both have

²⁷ Asti Wahyuni and Alvi Raihan Utami, "The Use of Youtube in Encouraging Speaking Skill," *Pustakailmu.Id* 7, no. 3 (2021): 1–9.

differences. Asti's research focus on revealing youtube videos can increase the speaking ability of English education students and this research focuses on the perspectives, opportunities, and challenges students of using youtube channel for speaking skill.

- c. The Effectiveness of Youtube a Learning Media in Improving Learners' Speaking Skills.²⁸

This research was conducted by Putu Enik Kristiani and Diah Ayu Manik and aimed to explain the effectiveness of using Youtube as a learning media in improving speaking skills. This research used a literature study to collect the data. It focused on knowing the effectiveness of YouTube as a learning media to improve speaking skills. The result of the research is youtube is a beneficial learning media in improving students' English language skills and then youtube can help students who have introverted personalities to be able to practice and show their speaking ability by uploading their recorded video.

Putu's research is similar to this research in using youtube as media for learning to improve speaking skills but Putu's research focuses on the effectiveness of youtube as media for learning to improve speaking skills and this research focuses on perspectives, opportunities, and challenges by students of using youtube for speaking skill.

- d. Use of Youtube-Based Videos to Improve Students' Speaking Skills.²⁹

This research was conducted by Diki Riswandi which aimed to describe to what extent the use of Youtube-based videos can improve the students' speaking skills and describe the teaching and learning process when Youtube-based videos are implemented in the class. This research uses a qualitative approach. To collect the data, the researcher used some instruments such as observation, field

²⁸ Putu Enik Kristiani and Diah Ayu Manik Pradnyadewi, "Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills," *The Art of Teaching English as a Foreign Language* 2, no. 1 (2021): 7–11, <https://doi.org/10.36663/tatefl.v2i1.97>.

²⁹ Diki Riswandi, "Use of YouTube-Based Videos to Improve Students' Speaking Skill," *Proceeding of the International Conference on Teacher Training and Education* 2, no. 1 (2016): 298–306, www.YouTube.com.

notes, performance tests, questionnaires, and interviews. The result of this research is the implementation of youtube-based videos in teaching and learning speaking can improve the students' speaking skills and motivation.

Diki's research has similarities with this research on using youtube to improve speaking skills. The focus of both research is different. Diki's research focuses on how YouTube can improve speaking skills and describes the teaching and learning process, this research focuses on the perspectives, opportunities, and challenges students of using YouTube on speaking skills.

