

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. Besides, this chapter presents English language skill, media for enhancing students' language skills, the use of social media to enhance students' language skills, and YouTube for enhancing students' language skills. In the last of chapter two, the researcher also explains the conceptual framework.

#### **English Language Skills**

English language becomes a global lingua franca where almost all the country uses English to communicate one to another. Language is a tool in making a communication, and it has important role in daily life. According to Khan, Ayaz, and Faheem (2016), language is a basic source or tool of communication and play an important role in all walks of life. Besides, English language skills are divided into two, namely macro and micro skills. The explanation is detailed in the following paragraphs.

**Macro skill.** Macro skill is divided into several skills such as listening, speaking, reading, and writing. Aydogan and Akbarov (2014) said that language educators have long use concepts of four basic language skills comprising listening, speaking, reading, and writing. These four language skills are sometimes called as "macro-skills" (p. 673). Yalcinkaya, Muluk, and Sahin (2009) also asserted that every language in the world has four basic principles such as reading, writing, speaking, and listening. These four principles are

intrinsically linked but also very different (p. 1137). Based on Aydogan and Akbarov (2014), when listening students should know the meaning and understand what people hear, and speaking is sometimes complicated because it sounds like pronouncing words. Additionally, they also added that reading skill helps the students to increase their vocabulary list. Also, writing is more complicated even for native speaker because it needs to present ideas in a structured way.

**Micro skills.** Micro skill is divided into several skills such as spelling, grammar, intonation, and vocabulary. Richards stated that there are several micro-skills such as retaining chunks of language in short-term memory, discriminating among the distinctive sounds in the new language, recognizing stress and rhythm pattern, tone pattern, intonation contours, and recognizing vocabulary, grammatical word classes, and syntactic patterns (as cited in Aydogan and Akbarov, 2014, p. 674). Additionally, Kareema (2013) said that “spelling is an important aspect of writing. Good spelling knowledge is the engine for efficient reading and writing without a doubt, and English spelling is a complicated matter” (p.1).

### **Media for Enhancing Students’ Language Skills**

Media becomes the most important part to support students in enhancing their English language skills. According to Buckingham (2003), media is a range of modern communication media such as television, video, radio, photography, advertising, recorded music, computer games, and internet. Social media which represents some several website on the internet becomes popular among students.

Additionally, Buzzetto (2014) stated that social media is an effective media to complete the traditional modes of teaching.

### **The Use of Social Media to Enhance Students' Language Skills.**

**Definition of social media.** Social media becomes a part of life for the most of students at this time. According to Siddiqui and Singh (2016), social media is a platform for people around the world to discuss issues and share their opinions. Sitthirak (2013) also stated that social media refers to relationship among users who grow up in digital media and emerged in various forms to bring people in bringing people together. Khan, Ayaz and Faheem (2016) said that social media is basically a media which is used through various electronic devices and rechargeable devices like mobile phone, computer, and tablets. Besides, there are many other ways to facilitate the people while sharing their ideas with others in an easy and systematic way (p. 591). In conclusion, social media is one of the media which people might use to interact with people around the world.

**The benefit of using social media.** Based on some prior research, there were several benefits for students of using social media. Those benefits are motivating students, socializing, helping students to complete the assignment, and facilitating students to practice their language. More detailed information of each part is explained in the following paragraphs.

**Motivating students.** Social media is enjoyable for students, and it can motivate students in learning process. Based on Lin, Warschauer, and Blake (2016), the most positive response of using social media is to increase users' motivation. Redecker, Al-Mutka and Punie said that "using online networks

increases students' motivation" (as cited in Akbari, Naderi, Simons and Pilot, 2016, p. 17)

***Socializing.*** By using social media, students can build relationship and interaction with people around the world. Blattner and Fiori stated that using social media pushes the students to build positive relationship and interaction or collaboration with the students who are the native speakers of various foreign languages (as cited in Lomicka and Lord, 2016, p. 261). Liu (2010) explained that students can do socializing on social media by sharing opinions.

***Helping students to complete the assignment.*** Social media also helps students to complete their assignment such as uploading the video or finding the learning materials. Liu (2010) stated that social media helps students in doing the research project used as learning resources. Based on Li (2017), students also share online learning materials found through social media to their classmates to complete the assignment.

***Facilitating students to practice their language.*** Students may practice their English skill by interacting with people around the world. Siddiqui and Singh (2016) stated that students express their opinions easily on social media. Liu (2010) also explained that some students follow a group based on contemporary topic.

### **YouTube for Enhancing Students' Language Skills**

**Definition of YouTube.** YouTube is one of the most popular video-sharing platforms used by people at this time. Fitchen, Asuncion, and Scapin (2014) said that YouTube is a free video-sharing website. Benson (2015) asserted

that YouTube is an online service that had been launched in 2005 with URL <http://www.youtube.com> which allows the users to upload and watch video for viewing by internet users. Kousha, Thelwall, and Abdoli (2012) said “YouTube is a video-sharing website for public use and the third most visited website after Google and Facebook” (p. 2).

**Types of YouTube Videos.** Based on several prior researches, there are several types of YouTube videos. Those are vlog, art and humanities, natural and formal science videos, and social science. For more detailed explanation, each YouTube type is defined in the paragraphs below.

**Vlog.** Vlog is one of the popular visiting videos on YouTube. There are many kinds of vlog such as beauty vlog, tutorial, and review. Baran (2007) argued that vlog is video blogging which combines the images, audio, movies, and text to communicate with the viewers. Besides, YouTubers can express their feeling and sharing what they want to share about. Variety stated that many teenagers watch the lifestyles of the celebrities they like, and it is an easier way to create a content which fits with teenagers’ like (as cited in Westenberg, 2016, p.9). Westenberg (2016) also stated that when YouTubers review a product, most of their followers believe that their reviews are honest. Saiful (2019) said that “YouTube vlog is an avenue to form digital communities and sharing real life activities and thoughts from people all around the world” (p. 76).

**Arts and humanities.** In this era, students use YouTube as an entertaining media such as music, songs, or movies. According to Kousha, Thelwall, and Abdoli (2012), their research divides the arts and humanities to several category

such as music, dance, and theatre, movies, animations, comedy, TV shows, arts, and humanities documentaries, and Arts and humanities speeches including academic talks.

Gonzalez, Graziela, Rozenfeld, and Aurelio (2015) maintained that by watching movies, students have opportunity to share their feelings and thought about the movies. Khan (2015) asserts that film is a motivator to give students a push in learning the language because it is more enjoyable and entertaining. Berk (2009) also stated that movies have potential to grab students' attention, inspire, and motivate students in the learning context. Almost students in this era listen to music every day. Besides, there are many applications which provide the song to listen, and one of the applications is YouTube. Burhayani (2013) asserted that songs give students opportunity to enrich vocabulary by vocalizing the language. Aguirre and Lira (2016) pointed out that song is an effective way to learn because it can improve students' vocabulary. Kusnierek (2016) explained that songs can increase students' motivation. Aprilia (2017) found out that using talk shows in the teaching and learning process makes students more active in the discussion session.

*Natural or formal science videos.* On YouTube, there are some videos which talk about the common phenomenon of natural or formal science. Kousha, Thelwall, and Abdoli (2012) stated that broad category covers online videos with natural science or formal science (maths and logic) themes: demonstrating a particular natural or formal phenomenon, explaining theory underpinning natural or formal phenomena, or describing a scholarly event or experience associated

with studying such phenomena (e.g., a scientific conference). There are some different category of videos classified in this types such as demonstration of a natural or formal science phenomenon, natural or formal science documentary, natural or formal science education or hobby, and natural or formal science academic lectures.

***Social sciences.*** There are many videos on YouTube which talk about the current phenomenon in one or several countries. Kousha, Thelwall, and Abdoli (2012) found that there are some categories on this type of videos such as news, correspondents' reports, amateur news videos, advertisements, politics, activism and business, academic talks by social scientist, and social science documentaries.

**The benefits of using YouTube for enhancing students' English language skills.** Based on several prior researches, there are several benefits for students by using YouTube. Those benefits are giving flexibility for students to watch YouTube, helping students to understand the topic, fun videos, making students pay more attention on video, facilitating students listening and speaking practice, facilitating students reading and writing practice, facilitating students to increase their vocabulary, and facilitating interaction in real life context. Each benefit is explained in the following paragraphs.

***Giving flexibility for students to watch YouTube.*** YouTube has feature to be accessed from any location in the world. Besides, students are able to watch videos repeatedly. Monkhouse and Forbes (2015) maintained that students choose YouTube because it is quite easier to access. On the other hand, one student uses YouTube because she/he can watch video on her/his smart-phone whenever

she/he wants. Buzzeto (2014) affirmed that YouTube is free, and it provides educational videos. Lai (2013) confirmed that accessing YouTube is an easy way. Ayu (2016) mentioned that YouTube is an online media that can be used by students anywhere and anytime as long as there is still available internet connection (p. 153).

***Helping students to understand the topic.*** YouTube is an effective application that gives students deep explanation about the topic. Khalid and Muhammad (2012) asserted that YouTube has visual and audio that gives students more understanding about the topic. Manes said that students get positive indicators when they watch nature and real-life video (as cited in Khalid. A, Muhammad, K., 2012, p. 526). Moghavvemi, Sulaiman, Jaafar, and Kasem (2018) showed that videos on YouTube give more in-depth explanation. The students also assured that video on YouTube helps them to understand the difficult topic. Liu (2010) also stated that YouTube helps students to understand the topic.

***Fun videos.*** Students can access many videos on YouTube based on their interest. Moghavvemi et al (2018) stated that YouTube is fun and attractive way for students because the videos are interesting to support their learning process. Based on Fleck, Beckman, Stern and Hussey (2014), students have an experience on using YouTube that is entertaining, fun, and interesting.

***Making students pay more attention on video.*** There are many types of video that are provided by YouTube which make students pay more attention. Berk (2009) stated that videos attract students attention. Kabooha and Elyas (2015) also stated that YouTube is an effective application to catch students'



attention. Stempleski, Tomalin, and Maley said that “YouTube videos can attract students’ interest to pay attention better due to the audio and visual aids provided” ( as cited in Zaidi et al, 2018, p. 544).

***Facilitating students listening and speaking practice.*** Some videos on YouTube can be a new activity in the class. YouTube helps students to recognize the difficulty of pronunciation and improve students’ speaking skills. Watkins and Wilkins (2011) pointed out that videos on YouTube can be a new activity in the class such as conversation analysis, movie trailer voice-overs, famous movie scene reenactments, and vlog. The new activity can be the way for students to practice their listening and speaking skills. Jalaluddin (2016) noted that YouTube is a helpful online resource in learning and teaching speaking skill in the classroom because it has many advantages to support teaching and learning process. Silviyanti (2014) said that “the use of YouTube appeared to be interesting and beneficial for students in a listening class” (p. 54).

***Facilitating students reading and writing practice.*** Many videos on YouTube can be used to support the teaching and learning process. Teachers and students can use several ways to learn and teach. Watkins and Wilkins (2011) asserted that teachers can create activities such as note-taking and summarizing. After students watch the videos, the teacher gives instruction to summarize their notes. Jalaluddin (2016) concluded that with a thousand of English videos on YouTube, those videos can be used for teaching and learning English languages in various ways to increase students’ reading and writing skills.

***Facilitating students to increase their vocabulary.*** Billions videos on YouTube can be used to increase students' vocabulary mastery. Abidin, Mohammadi, Singh, Azman and Souriyavongsa (2011) stated that students who use YouTube as language learning tool have increased their vocabulary list. Kabooha and Elyas (2015) pointed out that "YouTube is helpful in learning as well as remembering new vocabulary 71%." (p. 78).

***Facilitating interaction in real life context.*** On YouTube, students not only get information but students also interact with other people. Benson (2015) described that the YouTube users can reply other user's comments. At first sight, the patterns observed in YouTube comments appear to differ considerably from spoken interaction. Duffy (2008) stated that the users who use the YouTube comment features create some discussions.

### **Previous Studies**

There are many researchers conducted research YouTube for teaching and learning as a language learning media. Zaidi et al. (2018) found out students' interest using YouTube in learning English and wanted to know the students' perception of using YouTube in the classroom. Zaidi et al's research had been done in one of the universities in Malaysia. The respondents of this research were undergraduate students in 2<sup>nd</sup> and 3<sup>rd</sup> semester. The prior research used quantitative research to gather the data. The results showed that YouTube could be interesting, motivate students, and increase students' pronunciation. After all, YouTube helped students to enhance their English lessons and tasks assigned to

them. The prior research helped the present research as advice and enriched the knowledge of this study.

The next previous research has been done in Northern University of Malaysia by June, Yaacob and Kheng (2014). The research focused on students' perceptions towards the use of YouTube videos by interactive activities in stimulating their critical thinking. June et al.'s research used qualitative design. The results showed that students have positive view towards the use of videos and interactive activities as the teaching tools. Furthermore, the students became more aware of the discussion being held. This research helped this research as advice and enrichment for this research.

From both researches there are several similarities to this research. Firstly, both the present and the prior research from June et al. (2014) use qualitative approach to conduct the data. Secondly, the prior research and this research choose undergraduate students as respondents and participants. Besides, the setting of this research is different from Zaidi et al. (2018). Moreover, Zaidi et al. (2018) focuses on the students' interests in using YouTube in learning English in order to know the students' perception of using YouTube in the classroom. Then, Zaidi et al. (2018) uses quantitative approach to collect the data. Furthermore, the setting of this research is also different from June et al. (2014). In fact, the research of June et al. (2014) focuses on finding out students' perception towards the use of YouTube videos by interactive activities in stimulating their critical thinking.