

CHAPTER II

LITERATURE REVIEW

A. YouTube Videos

YouTube is a website where users may share many types of videos, including TV snippets, music videos, movie trailers, video blogs, and short original videos Jalaluddin (2016) This website was launched in February 2005. The users of youtube can view, upload, share, and comment on videos. As previously mentioned in the background, videos for learning English are also available on YouTube, along with other types of videos. It allows teachers and students to easily access the required videos to facilitate learning and teaching. The teacher can select or give the students the task of watching a video appropriate for the lesson's subject and goals. Along with its ease of access and the availability of various kinds of videos for learning English, YouTube has slowly become an appropriate media for teaching English because YouTube is an internet platform that significantly contributes to education in general Kaboocha, R., & Elyas, T., (2018). Furthermore, it offers quick access to learning English from many other languages, cultures, and instruction. YouTube Video plays vital role of language teaching in college classrooms Fleck, et al (2014)). YouTube videos are a relatively simple strategy for making teaching materials relevant and specific to learning English. YouTube provides videos from eminent scientists, authors, TV news shows, politicians, and other TV programs, making it a reasonably straightforward technique for

creating educational materials pertinent and unique to learning English Pratama et al, (2020).

B. Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information Brown (1994) and . In this study, the researcher will focus on speaking as a skill. Based on the definitions above the researcher concludes that speaking as a skill is the special language skill because speech has its own skills, structures, and conventions different from written language Burns, A & Joyce, H (1997). According to Brown (2004), there are five main aspects to support speaking skills, which include:

1. Grammar Accuracy

In order to be accurate, speakers must make appropriate use of vocabulary, grammar, and pronunciation. For accuracy, the ratio of tense usage or correct to incorrect word order is considered Fulcher, G., & Davidson, F., (2007). The teacher can conclude a student's proficiency with the second language based on what is visible because test takers perform differently regarding grammatical accuracy Luoma (2004). Hughes (1989) mentions that grammatical accuracy is generally high, though some mistakes which do not destroy communication are acceptable. Furthermore, according to Greenbaum and Nelson's second definition of grammar (2002), grammar refers to the rules that enable us to group words in our language into bigger units. The description of how words can take on different forms and be

used to build sentences in a language is known as its grammar Harmer, (2001). Thus, it can be inferred from the arguments mentioned above that grammar's purpose is to order the proper meaning of sentences based on context.

2. Vocabulary

Vocabulary is several words or terms that have the same meaning but are conveyed in different languages in the form of alphabetical order Rai (2010). Having a lot of vocabulary will help people to understand and make a conversation both in oral and written form. In spoken language, the vocabulary tends to be familiar and everyday Turk (2003). The conclusion is that to understand spoken language or speaking, the vocabulary must be prevalent and used in regular speech.

3. Fluency

The capacity to communicate accurately, fluently, and in a communicative manner is referred to as fluency. Fluency often refers to the ability to speak quickly and continuously. Bailey defined the term fluency as the ability to use the language quickly and confidently without too much hesitations or unnatural pauses to cause barriers in communication (2003). Fluency is a key indication of language acquisition progress Chambers (1997) . In English language teaching and learning fluency is considered an important part because students need to be fluent to be able to communicate in English and it becomes one of the conditions which ensure the success in communication Gorkalsetva, E., Gozhin, A., & Nagel (2015).

4. Pronunciation

Pronunciation is the way for students to produce the utterance words clearly when they are speaking Kline (2001). Learning to produce good pronunciation will be very important for students because good pronunciation of words or sentences can help in normal communication, especially clarity, Nation and Newton (2009). Furthermore, speakers will appear thoughtful and considerate if their pronunciation is accurate and precise.

5. Comprehension

Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks Cohen (2005). Comprehension is the capacity to take in and analyze long lengths of discourse and to create mental images that convey the intended meaning of words. In EFL language learning, it is more difficult to study comprehension since it is not the first language and only relies on the material from the teacher. In conclusion, comprehension refers to the speaker's understanding of what they are expressing to the listeners in order to prevent misinterpretation of information

C. Narrative Text

Narrative text is a story with complications or problematic events that tries to find the resolutions to solve the problems. There are several narrative text types, such as fable, legend, myth, fairytale, and folklore. The nature of

narrative practically depends on studying a person by gathering information from the primary character's stories, telling those stories, and teaching readers what those stories mean. Telling a story is the narrative genre's social function. The narrative is typically made up of a succession of incidents where something goes wrong. When something goes wrong, it creates a stage in the narrative known as the crisis or climax, which is marked by intense suspense. In the finale of the narrative, a solution to the issue is then presented. A story must have a resolution, whether it's happy or tragic. The language features used is often Past Tense but this is situational. The generic structure of Narrative text consists of:

1. Orientation

Orientation is the first structure of a narrative text. This part presents the necessary information associated with the story, such as presents the scene, setting, atmosphere, and the period of the story. To conclude, this part is to answer the Who, When, Where and basically the background of the story.

2. Complication

This part consists of how the problem starts to appear in the story. Moreover, the complexity served as the story's source and development. The sequence of events will affect one or more of the characters.

3. Resolution

In this stage, the author describes how the problems that occurred were resolved. The characters must take action to stop the tragedy by finding a

satisfying solution to the problem. It denotes that the difficulty or issue is resolved through an unhappy or happy conclusion.

4. Reorientation

In the last stage, the author put a moral values or life lesson that can be learned by the reader. This stage is optional depend on the author's ability to use the language quickly and confidently without too much hesitations or unnatural pauses to cause barriers in communication Bailey (2003). Fluency is a key indication of language acquisition progress Chambers (1997) . In English language teaching and learning fluency is considered an important part because students need to be fluent to be able to communicate in English and it becomes one of the conditions which ensure the success in communication Gorkalsetva, E., Gozhin, A., & Nagel, O, (2015).

D. Teaching Speaking Using Youtube Video

Speaking is the sub-fields of English major, students mastering the language through these four sub-fields. In this era, teaching speaking becomes difficult because of many problems in the class. Teaching speaking means use the language quickly and confidently with few unnatural pauses, which is called as fluency Nunan (2003). Teaching speaking in an old way such as the memorization has been giving a bad affect to the students. However, today's era requires that the goal of speaking should improve student's communication skills, because communication holds the important roles in human life. Human cannot share the information without communication. It is mentioned in the literature that, naturally, to speak

means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts Chaney, Burk (1998).

Nowadays, it's a common occurrence for some people to learn English fluently simply through YouTube. This is so since YouTube has many resources for genuine English. Students can learn to communicate clearly and with good grammar and vocabulary. Because of this, YouTube has gained popularity, especially among adults. This platform offers students authentic content that help the student during the learning process.

Students can practice their English anytime they choose by using YouTube, not just in class. According to Kelsen (2009), YouTube can be used by students as a resource for English learning outside of the classroom. YouTube primarily creates knowledge because it provides multimedia educational formats. People can watch a wide variety of videos on YouTube, including music, movie clips, comedic content, sporting events, tutorials, and other audio-visual materials. Teachers ought to be able to select the best film to promote learning in the classroom in response to this. The video must connect to the learning contents covered in class and be appropriate for the students' level of proficiency.

In this research the researcher had use a YouTube video titled Hare and The Tortoise to improve students' speaking skill. Applying this in the class while learning activities has become an exciting part and stimulated students' minds to talk by watching the visualization of the narrative story

plotline titled Hare and The Tortoise. The visual appearance made the learning activities more fun than before because YouTube videos are a relatively simple strategy for making teaching materials relevant and specific to learning English.