

CHAPTER II

LITERATURE

This chapter contains the following points: concept of English talk show video, concept of video as a media, concept of YouTube, concepts of Listening skill, previous related study, and conceptual framework.

A. Literature Review

1. The Concept of English Talk Show

English Talk show is a program that contains conversations between hosts and guest stars, they can discuss anything such as daily life, issues that are currently popular, and careers. There are many talk shows that can be watched on television or other media such as YouTube, including The Tonight Show Starring Jimmy Fallon, Jimmy Kimmel Live!, The Late Late Show with James Corden, Saturday Night Live, and many more. According to Meriam-Webster dictionary a talk show is a program featuring informal conversation, often a particular topic or range of topic between a host and variously speakers guest such as celebrities, members of studio, and listener or viewers telephoning from their home. In teaching listening, talk shows are the right technique to use because students can learn to listen to conversations between the host and guest stars in a fun way by watching visualizations through video talk shows. Using talk shows can help students overcome difficulties in practicing listening skills. By using video talk shows students can practice their listening skills through native speakers.

Learning using video talk shows can not only be done at school but can also be done at home by accessing video talk shows through the YouTube application.

In the learning process the teacher can use English video talk shows as a learning medium to improve students' listening skills. Teachers can use English video talk shows on YouTube, such as the talk show program hosted by Ellen entitled Ellen Show. According to Shattuc, issue-oriented daytime television talk shows in the United States can be characterized as follows: 1. Their contents come from contemporary social issues and problems. 2. Such programs are organized around audience participation. 3. The role of an 'expert' is essential in mediating the relationship between guests, audience (both audio and television) and the show's host. Ellen DeGeneres talk show is one of the famous American talk shows nowadays. Ellen Lee DeGeneres born January 26, 1958 is an American comedian, television host, actress, writer, and producer. She starred in the popular sitcom Ellen from 1994 to 1998 and has hosted her syndicated TV talk show, The Ellen DeGeneres Show, since 2003.

The Ellen Show is a talk program that invites artists, celebrities, singers and public figures. This talk show program discusses about their daily life, career, and contains entertainment that delivered by Ellen as the host and guest star. Teachers can access videos of Ellen's events on their YouTube channel, Ellen's programs are divided into 2 parts, each of which lasts a maximum of 15 minutes. English video talk shows are also effectively in training students' listening skills, by watching and listening to English video talk shows students feel more interested because usually students prefer to learn by seeing visuals and listening through

audio. Students can also learn English vocabulary through English video talk shows. Students are able to understand the meaning of the words/conversations made by people in the video talk shows they watch. Students can also learn about the correct pronunciation of vocabulary and students can learn about accents.

According to Rahmawati (2022) the talk show is a television program which nowadays attracts the young generation. Talk show has become a trend on TV, radio, and the internet, frequented by younger people. According to McBride et al. (2009) a talk show dramatizes the investigation of literature. It is a particularly engaging type of minimalist classroom theatre in which students compose and perform plays based on the literature they are studying for a live audience in a classroom “stage” talk show, it may be argued, can increase students collaboration and encourage them to participate actively in the learning process. Rahmawati (2022) state that a talk show is a fun way to have conversation about current events. The topic addressed range from social, cultural, political, economics, educational, and sporting issues, among others.

According to Rahmawati (2022) in using English video talk shows, of course there are advantages for teachers and students, especially in the listening learning process, including:

- a. students can add to the vocabulary they know, by watching English talk show videos students can add to the vocabulary they know which they may have never spoken before.

- b. Students are able to understand the purpose of the conversation they convey. Learning to listen using video talk shows in English can make students concentrate on the sentences spoken by the host and guest stars.
- c. Watching English video talk shows can train students' listening skills, listening to conversations from native speakers students can improve their listening skills.
- d. Teachers are more creative and innovative in choosing learning media by using English talk show videos.
- e. Teachers can build active and fun interactions along with learning while watching

Herrell and Dwinesa (2013) define talk show as a strategy that encourages the production of verbal English based on information and verbalizations studied ahead of time. According to Herrel and Jordan (2013) there are five steps in using Talk Show in the classroom: (1) choose the appropriate topic. The topic chosen must be appropriate so that students can get information about the person from listening and researching. (2) explain and model the talk show strategy. The teacher explains in advance about talk shows. The teacher can also provide examples of talk shows that students may already be familiar with, for example, like American television talk shows. The teacher exemplifies the role of the talk show by asking one of the students to be interviewed about a recent school event. Before interviewing students the teacher asks all students to make up questions for the interview later, the teacher can write down the brainstorming on a chart or blackboard so that all students can see how to formulate questions for interviews,

the teacher then models the interviews with students: (3) give the group guided practice. The teacher divides the class into several groups then the teacher gives topics for them to practice, each group chooses an interviewer, people to be interviewed, and brainstorms a list of questions. Interviewers practice asking questions that cannot be answered with one-word responses. Furthermore, the teacher can walk around the class while students practice their interviews. Encourage groups to think of interesting questions and responses. (4) present to the class. Each group that had practiced was asked to appear, after they performed the teacher identified the best questions and answers. (5) add technology. Students can use technology as a support when they perform such as using power points, image visualization, and groups can also record their video interviews.

2. The Concept of Video as a Learning Media

The teaching and learning process will run effectively and efficiently if it is supported by the availability of supporting media such as teaching aids, learning media and others. Provision of media and educational methodologies that are dynamic, conducive and dialogic are needed for the optimal development of the potential of students. This is because the potential for students to be more aroused if assisted by a number of media or facilities and infrastructure that support the interaction process that is being carried out. (Hayati, 2020). With their limitations, humans are often less able to capture and respond to things that are abstract or that have never been recorded in their memory. To bridge the process of internalizing such teaching and learning, educational media are needed that clarify and make it easier for students to

capture the educational messages conveyed. Therefore, the more students are presented with various supporting media and infrastructure, the more likely it is that educational values can be absorbed and digested. (Hayati, 2020).

Video is an electronic medium that is able to combine audio and visual technology together to produce a dynamic and attractive presentation. Video media has a function as a learning medium, namely attention function, affective function, cognitive function and compensatory function. Attention function, namely video media can attract attention and direct audience concentration on video material. The affective function, namely the video media is able to arouse emotions and attitudes of the audience. Cognitive function can accelerate the achievement of learning goals to understand and remember messages or information contained in images or symbols. Meanwhile, the compensatory function is to provide context to an audience whose abilities are weak in organizing and recalling the information that has been obtained. Thus the video media can help audiences, namely students who are weak and slow to capture a message, become easy to accept and understand the innovations presented, this is because video is able to combine visuals (images) with audio (Yudianto, 2017).

Learning videos that are intended to make it easier for students to understand the subject matter are not always in accordance with the needs and desires of students. In some systems, instructional videos are only used as supplementary material for the hand-out material, they are not prepared professionally to present the material thoroughly (Yudianto, 2017) The

selection of video as a medium for disseminating innovation, apart from being able to combine visuals with audio, can also be packaged in various forms, for example combining face-to-face communication with group communication using text, audio and music.

According to Mandarani (2016) In teaching listening skills using video there are several procedures. The stages are pre activity, whilst activity, and post activity. In pre activity (10 minutes) teacher ask general questions related to the topic, displays the video to be used, introduce the general topic of the video and let students generate all the vocabulary and other information they know about that topic, show students some pictures from the video. students should look carefully and discuss their ideas in pairs, write down the title of the video and ask students to predict the content of the video based on that title. Students will debate their ideas and criteria between titles and content with partners. While in whilst activities (60 minutes) teacher provide an explanation of what students heard and what they should do, play videos without sound. Students and teacher discuss what they saw, what clues were given and they guess what the character actually said, then they have to predict the conversation, turn on the sound and students write down the fifteen words they hear, then they combine the words in small groups, ask one student from each group to write the vocabulary words (including odd words) on the board, play the video again and students have to memorize the vocabulary they will acquire, explain the meaning of vocabulary, choose a part of the video and let students watch and listen for one minute. Then the teacher will make a pause and the students have to predict what will happen next, present

some comprehension questions to students and will give them one minute to read the questions silently, give students some common questions and ask them to answer them and then discuss them in small groups, play the last scene so students can hear how much they understand. In post activities (10 minutes) teacher summarize the material and ask students if they have any questions or not and encourage students to watch more videos from native speakers at home.

According to Sudjana and Rivai (1992) the benefits of video media are: (1) it can foster motivation; (2) the meaning of the message will become clearer so that it can be understood by students and allows for mastery and achievement of delivery goals. The function of video apart from being a medium for providing information and entertainment can also be used as a learning medium. The goal is that the learning process will be more easily accepted and understood by student. Many studies recently believed that the use of video as a means of means is very effective in teaching and learning in classrooms (Čepon, 2013: Al Rajhi, 2016: Bajrami, 2016: Pisarenko, 2017: Mohammed, 2013). Pisarenko (2017) discovers significant increases observed in knowledge obtained from foreign languages and audio-visual technology have been considered effective in teaching foreign languages. Although the use of videos in learning English is not newer, students still show more positive answers. However, teachers have the challenge of being able to spread videos effectively because of the various types of videos that can be found and present in the classroom. This study represents its goals and sees the video as one of the effective means that can make students enjoy more teaching and learning the process. This study recorded that many investigations

have proven to be the effectiveness of using video as a support for students, especially in learning English. In this document, different shapes are classified in three phases to provide a more significant way for teachers to spread the video, first, projectivity, in this phase teachers should be prepared before starting the lesson, as the greeting, asking for the condition, absent control, giving students motivation and heating

3. The Concept of YouTube

YouTube is an application that is often used by everyone today. YouTube was founded by Chad Hurley, Steve Chen, Jawed Karim who was a former Paypal employee, then YouTube was purchased by Google and reintroduced in 2006. According to Putra and Patmaningrum (2020) YouTube is a platform used to publish videos, this platform accessible to everyone in any country. Putra and Patmaningrum (2020) argues that YouTube can be an intermediary medium for people to connect with each other, provide information, and inspire others around the world as well as a product marketing application owned by YouTube users for creators of content and advertisements large and small.

YouTube is an application that contains videos where viewers can like videos and subscribe to YouTube channels. Ghasani, Hashemi, and Bardine (2019) also identify the categories of videos displayed on YouTube:

1. Comedy
2. Education
3. Entertainment
4. Film And Animation

5. Gaming
6. Ho-To & Style
7. Music
8. News & Politics
9. Non-Profit & Activism
10. People And Vlog
11. Pet & Animals
12. Science & Technology
13. Sports

According to Sari (2018) the influence of social media sites toward students' English language skills. youtube is one of social media sites that can influence English language skills particularly in speaking and listening skill. YouTube is an effective way of teaching. By using YouTube as a learning media, teachers can improve students' English skills such as listening, speaking, writing, pronunciation, vocabulary etc. AJ Hoge (2014) through the social media such as YouTube, students can listen to songs, videos, news, and other that relate to their study in English. By listening and watching videos from YouTube students can learn and practice languages. According to Jalaluddin (2019) YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn English language.

4. The Concept of Students Listening Skill

Listening skill is one of the skills in learning English. According to Slamet (2017) listening is a process that includes listening activities, identifying,

interpreting sounds of language then assessing the interpretation of meaning and responding to the implied messages in the language tool. According to Ulum (2015) listening is an active activity that involves not only good listening ability but also the ability to sort and interpret information obtained from this activity.

Helgesen (2019) states that teaching listening skills in teaching english is not an easy thing, in listening activities students are required to be able to elaborate information that is heard with other information that has already been known and interpret its meaning by intergrating what is heard with existing data in the brain. According to Nurgiyantoro (2017) that listening has meaning to listen with good comprehension and attention. Listening is an active process which listeners select and interpret information which come from auditory and visual clues in order to define what is going on and what speakers are trying to epress. According to Hardiah (2019) the listening process includes four stages namely listening, understanding, remembering, evaluating, and responding. Given the complexity of the process in listening skills, the right method needs to be applied so that students are able to explore listening skills maximally. Listening is a very important ability, without listening to the conversation will not run smoothly. According to Akbar (2014) In listening there are some type of listening:

1. Reactive

Reactive is the kind of listening performances requires little meaningful processing in communication classroom.

2. Intensive

Intensive is a technique whose only purpose is to focus on components (phonemes, words, intonation, discourse, markers, etc)

3. Responses

Response is a significant proportion of classroom listening activity consists of stretches of teacher language designed to elicit immediate response.

4. Selective

Selective is stretches of discourse such as monologues of a couple a minutes on considerably longer. The task of the students is not to process everything that was said, but rather to scan the material selectively for certain information.

5. Extensive

Extensive performance could range from listening to lengthy lectures, to listening conversation and deriving a comprehensive message or purpose.

6. Interactive

The listening performance that can include all the five above type as learners actively participate in discussion, debates, conversation, role-plays, and other pair work, and group work.

Listening is one of the language component that is very difficult to learn by students. According to Akbar (2014) there are seven problems in listening skill that students may encounter: (1) lack of control over the speed at which speakers speaks, (2) not being able to get things repeated, (3) the listener;s limited vocabulary, (4) failure to recognize the signals, (5) problems of interpretations, (6) inability to concentrate and (7) established learning habit. Based on the

explanation above, it can be concluded that listening is one of the most important English skills, listening is an active activity where we listen and respond in conversation.

In teaching listening there are the Principles of Teaching Listening. According to Helgesen and Brown (2013) mention some principles for teaching listening to beginning learners. They are as follows:

- a. Be aware of the goal of the task.

If tasks require a clear outcome, then it follows that learners need to be aware of what the goal is before they begin the activity.

- b. Use a variety of tasks.

Learners need to become comfortable with a variety of tasks. This is because learners listen to different things in different ways.

- c. Be aware of the difference between spoken and written language.

One of the biggest differences between spoken and written language is that in informal conversation people usually do not speak in sentences. They speak in short phrases called idea units.

- d. Build on success.

To help the students become successful listeners, the teacher needs to give them successful experiences

Difficulties in Listening Skill Many of differences between listening and reading illustrate just why listening is considered a difficult skill. The difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment. Listening is usually a difficult skill for

students to master. The first reason is that students do not have text in front of them to be seen if they do not understand information. Second is the accent and intonation of native English speakers. In addition, every country has regional dialects and accents that can confuse listeners. All this makes learning to listen to be a major challenge and it is not surprising that students can experience difficulties. The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control.

In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting, we can create the interest activity in learning listening such as by listening to English songs. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

Strategies listening can be divided into three groups: cognitive strategies, metacognitive strategies, and socio-affective strategies.

- a. Cognitive strategies are those that we use in order to complete an immediate task. For example, a student may find out about the topic before listening, in order to predict content.

- b. Metacognitive strategies are related to learning in general and often have long-term benefits. For example, students might choose to tune in to BBC recording once a week as a strategy for improving their listening.
- c. Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards listening. For example, they may choose to rehearse a telephone conversation with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language. Good listeners use many strategies simultaneously and in accordance with the task at hand. They may listen regularly to radio broadcast (metacognitive), take notes on the key points (cognitive) and then fellow students in the café (for their doughnut) and tell them all about what they just listened to (socio-affective).

According to Tyagi (2013) there are some process of listening they are vocabulary, comprehension, remembering, and evaluation. According to Rost (2013) comprehension is the process of relating language to concepts in one's memory and to reference in the real world. Comprehension is the sense of understanding what the language used refers to in one's experiences or in the outside world. Complete comprehension then refers to the listener having clear concepts in memory for every referent used by the speaker. According to Tyagi (2013) Remembering means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening our attention is selective, so too is our memory. What is remembered may be quite

different from what originally seen or heard. According to Jayhan (2019) evaluation is the active listener weighs evidence, sorts fact from opinion and determines the presence or absence of bias or prejudice in a message. The effective listener make sure he or she doesn't begin this activity too soon beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result.

5. The Processes of Listening

In listening there are two kinds of processing , those processing can be explained as follows:

1. Bottom-up Processing

According to Tugiwati (2014) Bottom-up processing is the listeners focuses on individual word, phares, and achieves understanding by stringing these detailed elements together to build up a whole. It is clear that in this processing, the listeners recognize the words and perceive the speech uttered by the speaker. The listeners analyze the small parts of the language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts. Bottom-up techniques typically focus on sounds, words, intonation, grammatical structure, and other components of spoken language.

2. Top-down Processing

Top-down processing is the opposite of the bottom-up processing. The top-down processing emphasize on the use of background knowledge of the listeners to predict content (Tugiwati, 2014). Top-down processing is evoked from "a bank of prior knowledge and global expectation. Top-down techniques are more

concerned with the activation of schemata, with deriving meaning, global understanding, and the interpretation of text.

6. Techniques of Teaching Listening

According to Brown (2007), said that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques. Brown summarize some principles for designing listening teaching techniques as the followings:

- a. In an interactive, four skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.
- b. Use intrinsic motivation techniques.
- c. Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.
- d. Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.
- e. Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
- f. Include both bottom-up and top-down listening techniques, because both of them can offer keys determine the meaning of spoken discourse.

7. The Procedure of Teaching and Learning Process

In implementing the learning process there are several procedures, the procedures are as follow:

1. Pre Activities (10 Minute)

- a. Asked question to the students “Do you know about the Ellen show”
- b. Asked the students “Have you ever watched Ellen's show on YouTube”
- c. Introduced Ellen Show on YouTube and asked students to search information that they know about the Ellen Show.
- d. Asked students to made a group that consist of 2 students
- e. Showed the students some pictures from the video Ellen Show episodes Bill Gates with Ellen for the first time.
- f. Write the title of the video talk show after that asked students to predicted the content of the video based on the title.

2. Whilst Activities (60 Minute)

- a. Played the Ellen Show “Bill Gates with Ellen for the first time.”
- b. Explained to students what they will do after watching the Ellen Show “Bill Gates with Ellen for the first time.”
- c. Played the Ellen Show “Bill Gates with Ellen for the first time.” silently then the students and the teacher discussed what they saw, what clues were given and they guess what the character actually said, then they had to predicted the conversation.
- d. Turned on the sound and asked students to write down fifteen words they heard from the Ellen Show “Bill Gates with Ellen for the first time.” Then they translated the meaning of the vocabulary in small groups.

- e. Played The Ellen Show “Bill Gates with Ellen for the First Time.” again, and asked students to listened carefully to the conversation between Ellen and Bill Gates.
- f. Then explained the purpose of the conversation.
- g. After they are watching The Ellen Show “Bill Gates with Ellen for the First Time.” They should made conversation then practice it in pairs.
- h. Selected a part of the Ellen Show video “Bill Gates With Ellen For The First Time.” and let students watched and listened for one minute. Then the teacher will made a pause and the students have to predicted what will happen next.
- i. Played The Ellen Show "Bill Gates with Ellen for the First Time." While students are watched to the video.
- j. The teacher given 5 detailed listening questions and asked students to answered these questions.
- k. Showed the Ellen Show "Bill Gates with Ellen for the First Time." video while correcting students' correct answers.

3. Post Activities (10 Minute)

- a. Summarized the material and asked students whether there are any questions or not.
- b. Encouraged students to watch more English video talk shows from native speakers at home.

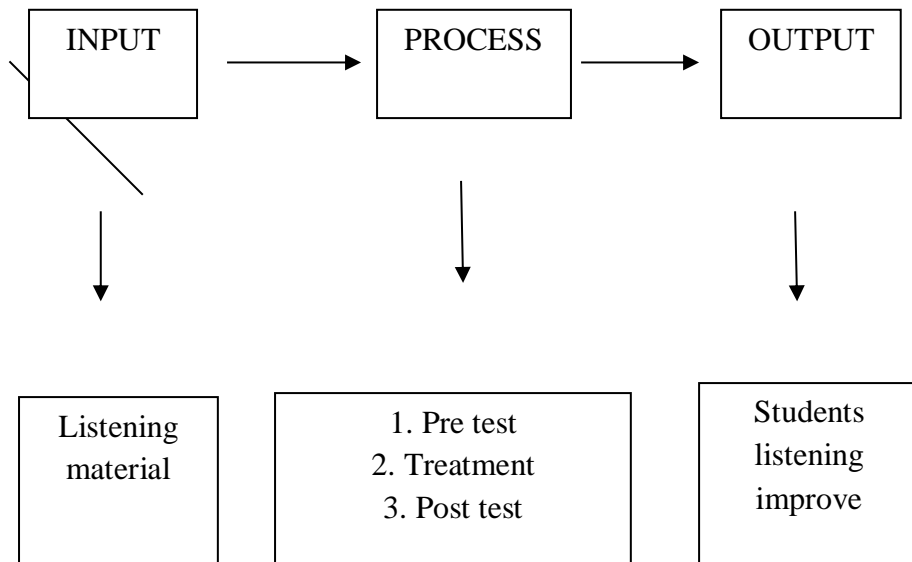
B. Previous Related Study

There has been a lot of research on listening. In this study, the previous related research that was used by researchers was research that had been conducted by Firdaus Nur Habiba (2020), a student majoring in English Education at the University of Muhammadiyah Malang, entitled "The Effectiveness of Podcasts to Improve Students' Listening Skills at SMK Telkom Malang". This study aims to find the effectiveness of using podcasts to improve students' listening skills. The similarities of this study with firdaus's study is both use video as media to improve students listening skills and use the same method and same instrument. Meanwhile the differences of the study is in Firdaus' research using podcasts as a medium to see their effectiveness of using podcasts to improve students' listening ability was different from research conducted by researchers, the researchers used video talk shows as the medium to see the effectiveness of using talk show video to improve students listening.

Next is research conducted by Hariyati (2019), a English education student at Muhammadiyah Makasar University, entitled "The Effectiveness of Using Video Presentation on Youtube to Improve Students' Listening Ability" the result of this study showed that there was an improvement of the students' listening ability before and after use video presentation on YouTube to the students' ability of the first grade of SMA Muhammadiyah 4 Makassar. The similarities of this study is they use the video on YouTube to improve students listening skills and the differences of the study is Hariyati use video presentation while the researchers use video English talk show to improve students listening skills.

C. Conceptual Framework

This diagram show the theoretical framework:



Input : Using English talk show video on YouTube

Process : Practice listening through English talk show video on YouTube

Output : The students are able to improve their listening skill through English talk show video on YouTube..