

Chapter Two

Literature Review

Firstly, this chapter will discuss the detailed information of students' attitude. The second and third are the explanation about YouTube and the English talk show videos in YouTube. Then, the next section will talk further about another variable there is listening, which talks about the listening ability and the types of listening practice. In the last, this chapter will also elaborate the conceptual framework and hypothesis.

Definition of Students' Attitude

According to Chaiklin (2011) attitudes were define in two majors, there are psychological and sociological definitions. A psychological definition refers to a verbal expression of behavior. In sociological scope, it looks as a verbal expression as an intention to act. Chaiklin (2011) also mentioned that people who see an attitude as a sociological form is usually view an attitude is a "mental position with regard to a fact or state or a feeling or emotion toward a fact or state" (Merriam Webster's Dictionary). Beside from those majors, attitude also connected with educational thing, Akey (2006) stated that students' attitude play an important role in the academic competence, which means that good atmosphere in academic, depends on the students' attitude. Al Samadani and Ibnian (2015) also found "educators have been interested in attitudes because of their possible impact on learning; they have long been considered an important component of positive educational outcomes" (p.93). It means that students' attitude and educational form was connected.

Attitudes are usually comes from our beliefs and often based on our experiences. It is support by the statement of Rani (2000) who noted that students' experience in problem solving and proposing problems in their learning atmosphere might improve their attitudes in learning.

Thus, the researcher interests to make the students' attitude as a parameter to measure the importance of students' attitude towards watching English talk show videos for their listening skill.

YouTube

Many people in this recent day are already familiar with technology around them. Using computers, laptop, smartphone and tablet to supporting their daily activities are some examples to shown that human is getting used to technology. One of the sites that people often browse when they use their technology is YouTube. YouTube is officially created in February 2005, three men behind YouTube are Steve Chen, Chad Hurley and Jawed Karim. Terantino (2011) stated that at the first, YouTube was created as a forum for people to create and share short video clips online. One year later Google purchased YouTube for \$1.65 billion. Then YouTube became popular like now.

“YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe” (Terantino, 2011, p.11). Terantino (2011) also mentioned that in a week there is 51% of YouTube viewers browse YouTube, and 73% of these teens use social networking web sites like YouTube (YouTube Fact Sheet, 2010).

Although YouTube is often used for the purpose of entertainment which is not necessarily relevant for educational purpose but Alwehaibi and Abdulrahman (2013) argued that YouTube is also even more useful than any other educational contexts. “YouTube can improve the process of learning English” (Alwehaibi & Abdulrahman 2013, p.936).

YouTube could also play a major role in enhancing the process of learning when is used by teachers to point the world of online language learning and also by structuring their lessons in a more meaningful interactive manner (Alwehaibi & Abdulrahman, 2013). Terantino (2011)

stated that YouTube videos also provide students with an opportunity to engage meaningfully in the target language. Students could be a part of the acquisition of the language when students watching it.

Watching continuously also could enhance students' capability, "Students should enjoy their YouTube language learning videos in order to keep watching them" (Alhamami, 2013, p.7). Alimemaj (2010) also added that learning English with YouTube could be applied in or out classroom.

English Talk Show Videos in YouTube

According to Burke (1993) as cited in Ilie (2006), in 16th century a discussion group in one academy had been existed in Italy with the fixed membership and fixed days to hold a meeting, the meeting means a group discussion in a television entertainment. These days we called it as a talk show. Talk show videos also exist on YouTube. It is a good example for a student who wants to sharpen their listening skill because talk show video is showing two or more people who make a direct communication in a chat. Nejati (2010) added that in talk show videos, people could find formal and informal languages, a lot of vocabulary which could be useful for introducing students various things in English language.

Characteristics of English Talk Show videos

Ilie (2006) mentioned the characteristics features of talk show;

Host. A talk show must have a host to lead and monitor the discussion by guided and facilitating the participants whose take a contribution in the discussion section by exchanging information and entertaining the participants or the guest.

Guests. It is certain that a talk show also need a guest, beside the host must entertain the audiences. Guest is a general subject for being an interviewee. The guests' must be the one who has a magnetic story to tell in an interview on talk show.

Audiences. Audience also plays an important role in a talk show, they stimulated the studio atmosphere by their laughter or they contribution as a volunteer if the host asked to. Without audience, a host must be lost without interlocutor if the guests haven't showed up yet.

Personal experience. To turn on the conversation between the host and the guest, the host sometimes needs to correlate the guests' event with the host's actual personal experience. It is important to build a good conversation between the host and the guest.

Talk show video is one of an entertainment video. Based on the evident from Millward Brown Digital USA (2015) it is shows that most people watch on YouTube is music video in 26%, the second is entertainment video which in 13%. Subscribers are also being a measurement on how famous talk show video on YouTube, subscribers and viewers are two different things. Viewers are the one who only view in some videos, while subscribers are not only view but follow any new information, new video upload notifications from that channel, so it's bigger than just a viewers.

The Ellen show has the highest talk show video channel subscribers, it is 14,892,542 in total subscribers. The late late show with James Corden is in 3,840,547 and Oprah Winfrey show has 697,843 subscribers. The total viewers of these talk show channel is mostly more than a million viewers. It means that talk show video is famous in a cyber society. Famous among people does not the point of using English talk show videos as a learning media. But, the various easy ways in learning through talk show videos could be help the students.

There are many ways to make watching English talk show videos easier, one of the examples is using subtitles. "Using subtitles or notes during the YouTube language learning videos will help the students to acquire the language" (Alhamami, 2013, p.8). Then random talk show could be select in YouTube, such as the Ellen show, Oprah and many more. In a talk show, usually the presenter invites some actors or actress for being their guest. Many of teenagers found their favorite celebrities as the guest in talk show. It could be a weapon for attracting the digital native student for makes a listening test more interesting to learn. They could easily download the example of a talk show video with a guest star that they adore.

Listening Ability

As the statement from The Department for Education and Skills of the United Kingdom (2007), it said that listening skills are important wherever you are, does not matter count in an informal place, as a language, or numeracy. Listening is one of a basic skill in first language acquisition. Graham (2006) who does a research in Iran's institute, found that in Iran, the process of the skill of listening is not emphasized although there is a wide access to listening materials which supported with technology in the classroom such as CDs, DVD or video. Graham (2006) also observes that continuing difficulty in developing listening skills only makes the passive sense and less motivation bigger than ever. Based on those discoveries, it is evident that learning listening skill is truly a crucial skill to learn. Beside that, learning listening skill need a lot of materials to supported the activities.

"Listening comprehension has often been seen as a passive activity, because of the contrary, an active process in which the listener must discriminate among sounds, understands words and grammar, interpret intonation, and retain information gather long enough to interpret it in the context or setting in which the exchange takes place" (Martinez, 2010, p.9).

In short, listening is a very intricate activity which needs a tenacious exertion. Martinez (2010) also added that in a normal course of the day, listening is used almost four to five times as much as reading and writing, and approximate to twice as much as speaking skill a day. It could be imagined how complex the listening skill is.

In this research, the researcher use students' listening achievement score in listening and speaking for academic purposes' class in the second semester of academic year 2015/2016. This listening achievement score is used for correlating to the students' attitude in watching English talk show videos on YouTube.

Types of Listening Practice

According to Rost (2013), there are 3 types of listening practice, consists of interactive listening, intensive listening and extensive listening. In this explanation, the researcher focuses more on interactive listening because it is connected with this research. Here are the explanations to elaborate.

Interactive listening. Interactive listening refers to listening in a collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is now well established as a vital means of language development and as a benchmark of listening performance. Its potential benefits seem to be both in forcing comprehensible output, that is, compelling the learner to formulate ideas in the target language, and in forcing negotiation, that is leading the learner to come to understand language that is initially not understood.

Learners acquire new linguistic forms (syntactic structures, words, and lexical phrases) as a product of attending to them in the communicative contexts that collaborative discourse provides. Because learners frequently experience difficulty in producing accurate forms,

collaborative discourse provides an ideal opportunity to attend to and query target forms that are necessary to arrive at meaning.

Intensive listening. Intensive listening refers to listening closely for precise sounds, words, phrases, grammatical units and pragmatic units. In addition to its value in increasing listening proficiency, intensive listening offers an avenue to language-focused learning, which is an essential aspect of permanent language acquisition (Nation & Newton, 2009).

Extensive listening. Extensive listening refers to listening for an extended period of time, while focusing on meaning. Extensive listening could include academic listening, also known as listening for academic purposes and sheltered language instruction. It could also include extended periods of listening in the target language outside of classroom settings, paralleling what in reading instruction is referred to as 'reading for pleasure'.

Based on these types of listening practices, the most prominent type which is correlated with watching YouTube videos for learning English language is the intensive and extensive listening. Intensive and extensive listening are activities which pay attention to a conversation in hearing precise sounds, grammar and listen to an extended period of time. YouTube facilitate many kinds of video which could be used for intensive and extensive listening activity, one of the example is an English talk show videos. Students could pay attention to a conversation in a talk show and may have a better understanding by watching it.

The Correlation between English talk show videos on YouTube and Listening Ability

Research findings have indicated that YouTube video could be motivates students in learning listening and could be an effective teaching media. First research is from Martinez (2010) who found that using videos such as YouTube could be used for motivating students in learning listening comprehension. In this research, Martinez use feature films and assessing the

students with captioned and non-captioned films. By using films, students are interested and be more motivated when do a listening assessment based on the film that the students have watch before.

Second research is from Kusumarasyati (2004) who studied listening, viewing and imagination movies in EFL classes. The result of the study concluded that movies or videos are an effective teaching media to develop students' EFL listening skill and their simultaneous imagination. Students are enthusiastic when learning through videos, Kusumarasyati (2004) also suggests that videos could be utilized in teaching EFL because of their pedagogical merits. In this research, the researcher has sharpened the variable more specific into English talk show videos on YouTube.

Ilie (2006) explained that in English talk show videos exists the guest as a general object for being an interviewee. In English talk show videos, guest could make students interest to watch. Guest could be the most central magnet for students to watch English talk show videos. If the guests who appear on the video are their favorite actor or actress, it may be more interested to watch for the students.

Except from the video category and the guest in a talk show, a frequency in watching English talk show videos could be count as an influence in improving students' listening skill. Watching English talk show videos frequently, students could often to see a different topic in conversation. In English talk show videos, the speakers are usually using a daily conversation which is informal and usual grammar like in chat. By watching it and try to understand the English talk show video, it may increase students' ability in listen to a grammar and new vocabulary in a talk show conversation. Big frequency in watching English talk show videos may give students a better skill in listening.

Conceptual Framework

The digital native students have already familiar with technology. They need to use technology around them wisely and more useful. One of the examples that the digital natives could make their browsing more useful is YouTube. Maybe logically in a day, their frequency of browsing YouTube is bigger than just reading a book. YouTube is more attractive to them. Consider that there are million of videos available on YouTube.

Many of those digital native students also has a fan of some celebrities, they usually found their favorite celebrity in a talk show like Ellen show or Oprah. This talk show is usually interviewing the guest, the conversation between the presenter and the guest could also be a good material for students to sharpen their listening skill. Beside that, students could also saw their favorite actor or actress there. These beneficial could be useful also for the teachers' media to teach.

This teaching media is useful in English language learning, one of the skills that need to use YouTube to give a real explanation through video is listening skill. From the discovery of several researchers, they concluded that listening is the most complex and crucial skill to learn. There is not a simple way to transform what we heard into a work in short in length. There are a lot of components that we need to concern when do a listening test, they are phonology, pronunciation, intonation, vocabulary, grammar structure.

Students found the difficulty when they only listen to an audio. If they have a good attitude about a new media like YouTube maybe it will be a good influence also for them. But if they have negative attitude in their mind, it will be also a negative result on their income for accepting new things. Imagining the real situation of the dialogue is one of the hardest parts too.

Based on the conversation, students who do a listening test also need to consider about the atmosphere to understand the meaning of the conversation.

Hypothesis

Based on the problems above, the hypothesis of the study stated as follows:

Ha: There is a correlation between students' attitude towards watching English talk show videos on YouTube and listening ability at EED UMY Batch 2015.

Ho: There is no correlation between students' attitude towards watching English talk show videos on YouTube and listening ability at EED UMY Batch 2015.