

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Second language learning is critical in today's globalized society, and English language competency is essential in supporting effective worldwide communication. English has become the language franca of commerce, education, diplomacy, and technology, allowing people worldwide to interact and work. The capacity to speak in English opens many doors, improves cultural understanding, boosts international trade, and provides for academic and professional advancement. Researchers, educators, educators, and organizations worldwide widely recognize the significance of second language learning and English as a global language (Crystal, 2003; Graddol, 2006; McKay, 2002).

2.2 Role of YouTube Second Language Acquisition

The advent of internet platforms has changed language learning recently, with YouTube becoming an essential instrument for second language acquisition. YouTube's extensive video library provides real language input, diversified cultural material, and interactive learning possibilities. This article investigates the function of YouTube in second language acquisition, emphasizing its advantages and reviewing previous studies on the subject. According to a study by Hsu, Wang, and Comacchio (2018), Taiwanese college students can improve their English listening skills using YouTube. The study emphasized the beneficial effects of video-based learning materials on students' understanding capacity and desire to pursue language learning.

2.3 Benefits of YouTube for Second Language Acquisition

2.3.1 Authentic Language Input

YouTube has many videos generated by native speakers that expose learners to real-life language use. This realistic input improves learners' listening and comprehension abilities, exposes them to different accents, vocabulary, and idiomatic phrases, and aids in developing their overall language competency.

2.3.2 Cultural Immersion

YouTube provides actual cultural content such as music, movies, vlogs, and interviews to learners. Learners can get insights into the target language's culture, customs, and socioeconomic intricacies by engaging with these materials, boosting their cultural competency, and building a better grasp of the language they are learning.

2.3.3 Language Learning Resource

YouTube has many tutorials and channels dedicated to teaching foreign languages. These sources provide practice exercises, grammar explanations, vocabulary lessons, and lessons on pronunciation. These tools are available to learners 24/7/365, enabling self-paced and individualized learning experiences.

Research by Reinders, Li, and Lian (2019) showed that YouTube greatly aided second language learners' vocabulary development. Researchers discovered that students who watched English-subtitled YouTube videos had enhanced vocabulary recall and word usage in their speaking and writing activities.

In another paper (2016), Rienties, Cross, and Zdrahal investigated how YouTube affects language learners' engagement. According to their findings, students were strongly motivated to interact with YouTube videos because they gave them independence, flexibility, and fun while learning a new language. The study also stressed the significance of learner engagement on YouTube channels through comments, subscriptions, and cooperative activities.

By providing real language input, cultural immersion, and many language learning tools, YouTube helps people learn second languages. Recent studies have demonstrated its beneficial effects on vocabulary development, learner motivation, and engagement. As internet platforms develop, YouTube's usability and variety of information make it a solid and adaptable tool for language learners looking to improve their competence.

2.4 Factors Encouraging Students

YouTube has become a well-liked tool for language study, providing a variety of educational videos. This article investigates the driving forces behind students' YouTube video viewing for English language acquisition. There is a need for more research to learn about the significant factors that motivate students to use YouTube as a useful tool for language learning by looking at current studies.

Hsin and Yang (2020) found that convenience and accessibility were the primary factors motivating Taiwanese university students to watch YouTube

videos to learn English. Students appreciated the 24/7 availability of YouTube, its easy search function, and the ability to access a wide range of content.

2.4.1 Motivation and Engagement

Motivation and engagement play a significant role in encouraging students to watch YouTube videos to learn English. Research by Xiao and Tesar (2019) highlights that students are motivated to learn English through YouTube due to the videos' captivating and interactive nature. Using visuals, animations, and real-life scenarios in language learning videos keeps learners engaged and interested in the learning process. Additionally, YouTube's social features, such as comments and likes, foster community and enable learners to interact with other language enthusiasts, further enhancing their motivation.

2.4.2 Authentic Language Input and Vocabulary Acquisition

YouTube provides authentic language input, instrumental in English learners' vocabulary acquisition. As Zhang and Wang (2020) pointed out, YouTube exposes learners to various accents, dialects, and language usage in real-life contexts, offering a more authentic learning experience than traditional resources. Learners can access vast content, including news broadcasts, interviews, and documentaries, to enhance their vocabulary and language comprehension. Research by Hsin and Vasquez (2018) indicates that exposure to authentic language input through YouTube contributes significantly to learners' vocabulary development and understanding of colloquial expressions, enriching their language proficiency.

2.4.3 Language Skills Enhancement

YouTube is vital in enhancing various language skills, such as listening, speaking, reading, and writing. According to studies by Lim and Bong (2021), learners frequently engage with listening comprehension exercises, pronunciation practice, and conversational lessons on YouTube, leading to improved listening and speaking abilities. The platform offers subtitled videos that aid in reading practice, while video descriptions and comment sections provide opportunities for writing practice. By catering to diverse language skill needs, YouTube proves to be a versatile language learning tool, as highlighted by the research of Wang and Cheung (2017).

2.4.4 Cultural Immersion and Language Learning Medium

YouTube offers a unique cultural immersion experience that attracts students to learn English. As cited in research by Liang and Zhang (2019), learners can explore a plethora of content related to English-speaking cultures, traditions, and lifestyles on the platform. This cultural exposure fosters a deeper understanding of the language's context and usage, leading to more effective language learning. Moreover, YouTube's accessibility across various devices and user-friendly interface make it a preferred language learning medium among students (Kartini et al., 2022). Learners can easily watch videos on smartphones, tablets, or computers, providing a convenient and immersive learning experience.

In conclusion, the literature reveals that motivation, engagement, authentic language input, vocabulary acquisition, language skills enhancement, and cultural

immersion contribute to students' inclination to watch YouTube videos to learn English. YouTube's diverse content and interactive features make it an appealing and effective platform for language learners worldwide.

2.5 The Use of YouTube Video in Encouraging Speaking Skill

The study conducted by Wahyuni, Utami, and Education (2021) investigates the effectiveness of utilizing YouTube videos to enhance the development of speaking skills in English as a Foreign Language (EFL) learners. The research aims to assess the impact of YouTube videos on students' motivation and performance in speaking activities. The authors emphasize the significance of speaking skills for effective communication and underline that speaking encompasses both productive speaking and receptive comprehension abilities. The study seeks to determine whether integrating YouTube into language learning can improve speaking abilities and outcomes among students at Universitas Teknokrat Indonesia.

Furthermore, the authors highlight the role of learning media in enhancing speaking skills by facilitating the delivery and absorption of learning materials. The research employed purposive sampling, selecting a sample from the population based on the researcher's criteria. Data collection involved a questionnaire comprising nine statements distributed to 40 students in the English education class, with the data collected online.

Qualitative methods were employed for data analysis due to their relevance to the study. Data collection techniques encompassed questionnaires

and the use of SPSS. The study demonstrates the benefits of using YouTube to enhance English education students' speaking skills.

This research significantly contributes to the literature on technology integration in language teaching and learning. It sheds light on the potential of YouTube videos as a pedagogical tool to foster speaking skill development, stressing the importance of incorporating authentic input and interaction into language education.

2.6 The Use of YouTube as a Learning Tool in Teaching Listening Skill

This study examines the use of YouTube in the educational process and how it is beneficial for language teachers to enhance students' skills. It uses a questionnaire to third-semester college students of Ma'soem University in Sumedang, West Java, Indonesia, to give confirmation and show the advantages of technology in the academic field (Pratama, Arifin, & Widianingsih, 2020). The researchers concluded that YouTube is necessary for classrooms as it appeals to students' attention and involves their mentality and creativity. Equivalent findings remarkably impact the learning process as the students will realize that the educational environment is more uplifting and inspiring. Teachers must develop creative and effective ways to engage and educate digital natives. Teaching is an action to improve students' knowledge, character, and conduct. English is a worldwide language used in various occupations and purposes. Listening is essential for language learners to recognize and productively learn. Theories of language comprehension have recognized the importance of listening in the comprehension process.

This study examines how active and significant YouTube can be in the academic procedure and how it is instrumental for language teachers to increase students' skills in studying the English language. The research aims to answer the following questions: what is the outcome of YouTube videos on students in classrooms, what is the plan of action to exploit YouTube in the educational environment, and what are the challenges of applying technology in developing countries, Indonesia in particular? The study sample represents 100 third-semester college students from Ma'soem University. The data analysis of this study suggests that using YouTube videos in teaching listening significantly affects students' understanding of the material. Teachers should use YouTube videos as an integral part of the learning process, as they enhance the understanding of the academic materials and develop the students' presentations. Teachers should also explain the material to their students and use video as an important medium to improve and obtain the goal of learning to listen. Finally, teachers should be able to think about their students' condition in fascinating material (Pratama et al., 2020).

2.7 Students' Perceptions of Using YouTube in EFL Classrooms

In this study, the author explains how YouTube has become a critical device in many universities and schools worldwide (Sakkir, Dollah, & Ahmad, 2020). Most Indonesian college students take those media to assist them in doing their assignments or homework and to learn different languages to get to know tasks. This media helped them study English and enhance their talent level. The use of YouTube, social media, and different Web technology in training have been

proposed as a device to interact with new-era college students. The loss of English language talent has regularly been referred to as one of the fundamental elements contributing to graduate unemployment.

Understanding how college students learn and benefit from information on YouTube in learning English as EFL will assist the teachers in becoming aware of the college student's preferences, hobbies, and varieties of material. The goal of the research is to investigate the usage of YouTube in the EFL classroom by surveying college students' perceptions toward the usage of YouTube to study English.

