CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.2.1 Technology-enhanced Language Learning

The utilization of technology today is ubiquitous in daily life (Kessler, 2018). According to Walker and White, recent advances in technology offer a high potential to enhance language learning (2013). Furthermore, researchers implied that technology-enhanced language learning is viewed as assisted language learning merely, yet it is the tool that provides an environment where the language is existed and is used (Walker & White, 2013). For example, in speaking activities learners can use technology to record speaking and pronunciation improvement, and teachers can gather the authentic languages that are suitable for the learners' development in a context and familiar way, creating opportunities for students to engage in the class and be able to reach the target language meaningfully (Kessler, 2018).

Several studies have investigated the variety of tools used in the teaching and learning process with different contexts and purposes. The continue, it is stated that information technology is considered a potential tool in promoting language learning with transformative-oriented pedagogy leading to creating collaborative activity in the classroom (Cummins, 2000). Promoting student-centered learning is one of the benefits gained from the utilization of technology in the classroom as technology creates student-centeredness (Kessler, 2018). Meanwhile, in a communication context technology mediates humans to interact with one another with the different forms of language used depending on the media (Walker & White, 2013).

In the digital age, the concept of setting needs to be extended because technology has created a virtual setting, which facilitates the learning process (Walker & White, 2013). As stated before that technology influences the teaching and learning process, such as providing a variety of

learning contexts and promoting student-centered approaches, thus these tools are provided in web 2.0 (Kessler, 2018). Besides, the existence of technology in the teaching and learning process needs to be anticipated and how it would influence the future teaching and learning process. As the tools provides in web 2.0 today increase in the use of automation, productive skills of speaking and writing, also the potential of augmented reality and virtually, then it leads to facilitating the learning process those the technology tools are: collaborative approach, mashups, automation, augmented and virtual reality, future trends: AI and big data (Kessler, 2018).

2.2.2 YouTube as a Tool for Learning English

YouTube is a popular technology used in daily life for entertainment and learning, including learning English autonomously individually or in a classroom context through watching videos. It is a video-sharing website that allows users from all over the world to watch videos uploaded on users' channels for free with rich source availability. It includes several kinds of videos such as educational, entertainment, political, historical, medical, and personal videos as cited in Al Jawad & Mansour (2021). The recourses availability allows students to access videos straightforwardly. The use of technology in the classroom means to assist the learning process, especially for the students' process and outcomes. There are two main benefits of using YouTube they are; promoting student-centeredness and providing authentic materials (Watkins & Wilkins, 2013). Furthermore, the utilization of YouTube as a learning medium is quite flexible according to students' situations and needs as the students can access the video anytime, anywhere, based on the students' interest with varieties of topics provided. As stated by Watkins and Wilkins there are five benefits of using YouTube for students' learning: students can use YouTube anytime by choosing the video that suits with students level, improving students awareness of language such as pronunciation and conversation acquired, the accessibility of YouTube is easy also it provides millions of videos accessed by free, students can choose the materials based on students' interest (2013).

YouTube has been commonly used in the language classroom as examined in several studies in recent years. YouTube as a technology online media platform presents videos with authentic English and shows the use for EFL learners to communicate with others. The language existed is used as a learning resource for instance enriching vocabulary, listening to native speakers influencing the betterment of pronunciation skill, familiarizing in listening and understanding English language lectures, and giving insights for students to be able to speak on a certain topic. In line with this, it could be stated YouTube is also suitable to use in speaking contexts to support the topics needed to deliver supported with the language skills, such as vocabulary and pronunciation. A study found that YouTube was used in developing students' oral skills (Albahiri & Alhaj, 2020). Furthermore, the treatment of YouTube occurred in language classrooms resulted in positive attitudes for students able in enriching English intensive course programs. Also, it is highlighted that the utilization of visual elements allows for better understanding given by portraying the real environment (Albahiri & Alhaj, 2020). Authentic materials and promoting learning styles are two primary benefits of using YouTube that could make the learning process more autonomous and student-centered. Moreover, YouTube also presents a valid resource for teachers in enhancing the classroom with active, content, and would be beneficial for EFL and SLA (Watkins & Wilkins, 2011).

English for academic purposes is an English subject with the specific aim of helping learners to study, conduct research, or teach in that language (Flowerdew & Peacock, 2001). Therefore, technology can be a suitable tool for students to provide a plethora of academic resources. Regarding academic fields, there must be a rich of terms or knowledge need to learn, thus the availability of credible and accessible recourses is necessary. Likewise, Plastina (2013) stated that the use of technology in EAP courses provides plentiful benefits for students and teachers (cited in Dashtestani, 2020). Therefore, regarding its benefits it classifies that technology gives opportunities for accessing authentic academic resources, opportunities for

better communication practice with the community, the chance of motivating learning for students, meeting the students' technological needs in learning, and opportunities for students' learning-centered (Dashtestani, 2020).

In conclusion, the role of technology in learning English is crucial to facilitate learning and outcomes. Enriching vocabulary, familiarizing the languages listened to and spoken by the natives, learning the pronunciation, and providing insights on certain fields are some of the language learning aspects. YouTube is a tool providing those aspects that can support English learning consisting of rich videos whether it is authentic or academic materials.

2.2.3 Benefits of YouTube in Listening and Speaking

In recent years, YouTube is one of the technologies that have been researched in the language classroom. As YouTube is a medium that provides visual audio could be a potential tool for listening and speaking. Shafwati stated that listening is considered a boring subject where the learners have to listen to the recording of a conversation repeatedly with an unsuitable topic for students (2021). Thus, the use of YouTube in listening activities could create a meaningful strategy for students' learning process since it provides visual varies topics could be accessed easily.

The utilization of YouTube as a learning medium has been investigated in several studies. Authentic materials are provided on YouTube able to facilitate teachers to create teaching materials suitable to students' interests and needs. The finding shows YouTube encourages students to enjoy the learning process. In addition, students' insight gets betterment supported by the visualization served on YouTube. The continue, YouTube also helps students in improving listening comprehension ability (Ayu, 2016). Thus, YouTube facilitates the listening learning environment meaningfully for students.

Another study conducted the utilization of YouTube in listening class with the focus on academic speaking. The study revealed that YouTube facilitates students to speak about a particular topic in class as the topic suits the learners then it encourages students to participate actively in classroom discussion. Furthermore, it enables students to learn outside the classroom, in line with this, YouTube is able in improving students' autonomous learning (Balbay & Kilis, 2017).

2.2.4 Academic Listening

As stated by Nunan Listening is the basic skill in learning a language (2015). Further, it is a crucial thing in language learning since it gives input language to the learner (Rost, 1994). Added by Rahman et al. (2018) stated that the listening model is a comprehensive, productive, and mindful action in which listeners analyze, define, and interpret messages to comprehend, understand, and respond to oral inputs using their ability to discriminate sounds, prior knowledge, grammatical constructions, stress, intonation, and other linguistic or non-linguistic clues. While for academic listening, it is one of the skills in language learning oriented to the academic context with different characteristics involved. As Flowerdew (1995) stated academic listening involves the type of background knowledge required, the ability to differentiate between important and unimportant information, the application of the turn-taking conventions, and the number of implied meanings in the number of indirect speech acts. Furthermore, academic listening activity usually integrates the content of learning, classroom communication, taking notes, discussion with peers, presentations, and tests. In academic listening, the use of visual media is quite important as academic languages are a thing unfamiliar found daily, and the role of visuals is fundamental to give more captures about the academic topic discussed. It is supported by Flowerdew & Miller (1997) that the use of authentic materials integrates the actual text of the lecture with other media also including visual aids. Hence, listening materials used for academic purposes are

occasionally accompanied by a visual. There are several aspects of academic listening (Aizawa et al., 2020):

1. Understanding the lecturing main ideas
2. Understanding the organization of the lecture
3. Understanding the vocabulary related to the academic topic
4. Taking brief and clear notes
5. Identifying supporting ideas and model
6. Understanding the accent of the lecturer
7. Enroll in a discussion
8. Identifying different perceptions and thoughts
9. Comprehending questions
10. Comprehending classmates' accent

2.2.5 Academic Speaking

Academic speaking indicates cognitive knowledge of the second language, knowledge of how to overcome communication challenges, how to organize and plan a task, topical knowledge, and learners' affective reactions are crucial to ensure learners' successful communicative performance in the target languages (Imaniah 2018; Bachman & Palmer, 1996). The study stated that learners' successful communicative performance is factored by communicative language ability (Bachman & Palmer, 1996). The key elements of communicative language ability are the competency for highlighting the competence in suitable, contextualized communicative language use (Bachman & Palmer, 1996 as cited in Singh, 2018). One example of a discussion of communicative language ability at the graduate level emphasizes participation to make the context of presentations, interacting with classmates, and participating in group discussions. In line with the students' interaction activity, students have to speak and present the academic context in the form of oral communication. The study found that the students still cannot speak with the problems identified are unwillingness to speak, lack of confidence, and worrying

about pronunciation. These disadvantages lead the students to feel embarrassed and dismissed as minors afraid that classmates and lecturers would be unable to understand what students speak (Singh, 2018). There are several aspects in academic speaking as presented in another study (Aizawa et al., 2020)

1. Speaking accurately in grammar
2. Speaking clearly in pronunciation
3. Able to present information
4. Enroll actively in discussion
5. Reporting ideas in fluent
6. Speaking by taking notes
7. Asking questions
8. Answering questions
9. Reporting ideas with confident
10. Applying visual aids in a speaking activity

2.2.6 Academic Listening and Speaking Course

Academic Listening and Speaking Course is one of the courses studied in the English Education Department at one of the universities in Tasikmalaya in the fourth semester. The course description of the Academic Listening and Speaking Course as presented in the syllabus is to provide student teachers with a variety of spoken texts multimodally presented in academic contexts, which enlightens their encyclopedic knowledge, more specifically teaching practices and academic presentations. Numerous spoken texts will tailor them how to make a sense of meaning-making towards different varieties of English as an international language. This will promote their communicative competence to emphasize language as a means of communication, rather than a form-based orientation (Hidayati, 2019).

The course goals in Academic Listening and Speaking are:

1. To familiarize various spoken texts in an academic setting, including international conferences;
2. To listen and interpret class lectures through note-taking;
3. To enrich students' vocabulary related to academic presentation;
4. To decide what to say at each stage of the presentation through video viewing;
5. To prepare and practice a well-organized, fruitful presentation;
6. To gain confidence and provide a memorable presentation;
7. To digitize a presentation as an articulation therapy;
8. To respect the cultural diversities of English as an international language;
9. To encourage students to develop and demonstrate communicative competence in academic contexts;
10. To surf digitally toward the world web of English presentation to build critical awareness of diverse spoken discourses in an academic setting;

An integrated academic listening and speaking course is also taught abroad. It is found that Advanced Academic Listening and Speaking class exists in the Coursera platform; it is an online learning platform that provides paid courses taught by professional instructors according to the field of science. The class is taught by an instructor from the University of California. It is divided into four courses:

1. Academic listening and note-taking

   This course will help learners improve listening and speaking skill as the purpose of listening to academic lectures.

2. Presentation: so that people learn

   This course will give insight tips on making effective speeches, organize a presentation to make it memorable, and how to communicate clearly. The learners will have opportunities to do presentations based on what have learned.

3. Academic discussion in English

This course will help students to learn types of conversation in the academic field. Furthermore, it will give insight tips to understand people's meanings and help learners to express themselves in an effective way.

4. Advanced listening and speaking project

This course will experience learners to present a well-organized presentation on a certain topic of academic field based on the learners' choice. The learners will recall the skills learned previously in the three courses. Besides, the learners will do research related to the chosen topic, create visual elements, and record the presentation.

2.2 Study of the Relevant Research

Several studies conducted studies regarding the use of YouTube in listening and speaking in class. First, the study examined by Alkathiri (2019) investigated students' perspectives on using YouTube in improving learners' motivation to speak. The result shows that the use of YouTube is able in improving students' speaking ability.

Later, in a study examined by Al Jawad & Mansour (2021) investigating the use of YouTube in listening skill, the authors confirm the results of the study reveals the positive attitude of EFL learners towards the use of YouTube in improving students' listening skills. Furthermore, it allows learners to become familiar with new words and increase their knowledge of listening skills. Also, learners have strongly advocated the adaptation of such new forms of technology as a teaching tool in the classroom that aids and facilitates English language learning, develops students' listening skills, and changes the classroom setting.

Another study investigated the utilization of YouTube in speaking class by Ilyas & Putri, (2020). The result of the study revealed that the students were motivated, able to participate in the class, interact with other students, and students were confident in a speaking activity. In line with this, YouTube

is an effective technology success in motivating students to be active in speaking class.