

CHAPTER 2

LITERATURE REVIEW

A. Definition of Learning Media

There are several definitions of learning media. Marjapani (2018), in his article, defined learning media as a means of information transfer from the sender (teacher) to the receiver (students) in the learning process. Meanwhile, Puspitarini (2019) states that learning media is a tool in the form of physical or non-physical use by teachers to convey learning materials to students. Furthermore, Prasetyo (2011) stated that learning media are tools or equipment to implement processes that enable educators and students to carry out learning activities. From the statements above it can be concluded that learning media is physical or non-physical tools that help the teacher to transfer the learning materials to the student

B. Types of Learning Media

There are several types of learning media that are commonly being used by teachers. Hikmah (2019) explains that there are three types of learning media, each media has its own characteristics and can be identified by stimulating censor of sight, hearing touch, taste, and smell. The following types of learning media are:

1. Visual media: this media is identical to using symbols or illustrations to convey the message/material to the student, e.g., pictures, boards, notebooks, literature work, etc.
2. Audio media: this media is identical to the sense of hearing, where the topic/materials are conveyed through auditory symbols. The examples of this media are a tape recorder and a radio.
3. Audiovisual media: this media is a combination of visual and audio media; it is used to contain a series of pictures accompanied by recorded audio. With the characteristics of this media, we can convey a more complex message to the students.

It can be concluded that the type of learning media divided depends on the censor that is stimulated: visual media that stimulates sight censor, audio that

stimulates hearing censor, and audiovisual that stimulates both sight and hearing censor

C. Characteristic of Learning Media

Several characteristics can be found in learning videos that are used by teachers, according to Furi & Mustaji (2017) characteristic in learning videos help students comprehend visually, can be used by students before they are deployed to the field, are easy to use, and easy to store and can be played multiple times, meanwhile Hosan (2016) states that learning video should have motion, colorful, and has audio and according to Luhulima (2028) learning video should have characteristic like has clear learning goals in the video, has arranged materials in several subjects, has a clear visual illustration to help the teacher to convey the materials. From the characteristics that the experts state above we can see that in making a good learning video teachers should set clear objectives or goals that they want to achieve in making the video, arrange the material that suits the subject then make the video easy to follow by the students by providing a clear visual illustration of the object that they learn.

D. YouTube Shorts as Learning Media

According to Violot (2024) YouTube Shorts is short video streaming platform that was introduced in 2021, this video format can last up to 60 seconds and must have a vertical or square display to optimize for viewing on a smartphone device. YouTube Shorts has a dedicated tab on the platform website and in the app, and the user can move from one video to another video by simply scrolling down the screen of the device. Meanwhile according to Sharma (2024) YouTube Shorts is short video/reels platform that allows the user to create, share, and watch videos up to 60 seconds long from a smartphone this feature was created in response to the popularity of other short video platforms like TikTok and aims to provide engaging content for the users. From the explanations above it can be concluded that YouTube Shorts is a branch platform from YouTube where the user can create, share, and watch vertical 60-second short videos from their device

E. Advantages of Using YouTube Shorts

According to Audina (2022), there are several advantages of using YouTube Short as learning media, first YouTube short is easy to use, it is supported by a user-friendly user interface, second, YouTube Short can improve Students' listening, reading and writing because the teacher can put audio, visual and text on the video, third, YouTube Shorts can help student's grammar difficulties, and improve their, vocabulary, and finally with express sing YouTube short student can make the student enjoy the classroom activity because this platform are familiar among them. Meanwhile, according to Rahmawati (2023) advantages of using YouTube Shorts are easy for the teacher and student to interact with the materials or knowledge and by using YouTube Shorts learning activities can be conducted outside the classroom. However, teacher supervision is necessary to make the learning process effective, also, YouTube Shorts is free and reachable since it can be accessed through a smartphone. From the explanation above it can be concluded that using YouTube Shorts can help student to understand the material and help them improve their English skills

F. Disadvantages of Using YouTube Shorts

Beside the advantages YouTube Shorts also has its own disadvantages, according to Wibowo (2020), there are several disadvantages of using YouTube Short as learning media in the classroom, first, the student may be distracted by other content on this platform, second, it may cause a lack of classroom presence, and lastly, the student can face some technical issue including bad internet connection or the student doesn't have any mobile data. Meanwhile, according to Rahmawati (2023), there are several disadvantages. Students may have unstable network connections while using YouTube Shorts in the learning process, and the student may not have internet data during the learning process. In other words, using YouTube Shorts has its own disadvantages. The student may be distracted by other content, and they may also face problems like unstable connections and not having mobile data during the learning process

G. Vocabulary Mastery

Syarifudin (2014) explains that vocabulary mastery means the ability of students to understand the meaning and use a number of words in language. Vocabulary mastery is one of the important factors in learning English as a foreign language. He also mentions that the more vocabulary is mastered by students, the better their performance in learning a language, and if they have limited vocabulary mastery, it will make them face difficulty when learning English skills. Alqahtani (2015) states that vocabulary mastery is a critical tool in learning a second language because a limited vocabulary might cause difficulty in achieving successful communication. He also explains that in order to understand the language, vocabulary is necessary to express our ideas and understand what people say. It can be concluded that vocabulary mastery is important in the learning English process otherwise, students will face difficulty when learning the language

H. Types of Vocabulary

There are several types of vocabulary. Judy (2007) states that there are 4 types of vocabulary: first is listening vocabulary, which contains words that we hear and understand, next is speaking vocabulary which contains words that we use when we speak, next reading vocabulary which contains words that we read and understand, and finally writing vocabulary which is words that we use when we write to express yourself. Moreover, according to Hatch and Brown (1995), there are 2 types of vocabulary, which are receptive vocabulary and productive vocabulary. Receptive vocabulary is words that the learners understand when they read and listen to it; meanwhile, Productive vocabulary is words that the learners understand and correctly pronounce, it are constructively used in speaking and writing. From the explanation above, YouTube Shorts can be used by teachers in classroom activities since it has audio to teach listening vocabulary and reading vocabulary from the visual, symbol, and object on video, meanwhile, for the speaking and writing vocabulary can be learned by exercises that the teacher provides.

I. YouTube Short in Teaching Vocabulary

Cahyana (2020) gives several steps for implementing YouTube as a learning media, which include the following steps:

1. Preparing the needs for learning, including writing a clear title and link to the video on the lesson plan.
2. Choose a video with a duration that is suitable for a classroom activity.
3. Giving questions relating to the topic of learning to the students.
4. Start a discussion about what students learned in the video
5. Provide extra activities, like an exercise in the learning process
6. Prepare the assessment activity in the classroom.

From the points above, it can be concluded that there are several steps to using YouTube Shorts as learning media in the EFL Classroom, such as preparing the needs for learning, choosing a suitable video, giving students questions related to the video, starting a discussion, and finally providing exercise and assessment

J. Technology Acceptance Model (TAM)

According to Lederer (2000), the technology acceptance model (TAM) proposes that ease of use and usefulness predict application usage. TAM is a theoretical framework that explains how users come to accept and use new technology. It was proposed by Fred Davis (1985) this model suggests that two main factors influence users' decisions to use the technology, which are perceived usefulness and perceived ease of use. Perceived usefulness is the degree to which a person believes that using a particular technology can be useful and help them enhance their work performance and personal efficiency, meanwhile, perceived ease of use is the degree to which a person believes that using a particular technology will be free of physical or mental effort, or in other word the technology is user-friendly and easy to use. The researcher used TAM for guidance in writing the interview questions for this study to seek students' perception on how easy and

efficient using YouTube Shorts is in the learning process, and how useful YouTube Shorts is in enhancing their English vocabulary

K. Study of Relevant Research

There are several studies investigating the implementation of using YouTube in the teaching & learning process of English vocabulary. Fadilah (2021) conducted research on the usage of YouTube in learning activities at the middle school of Kuningan Regency. As a result, she found that YouTube videos are effective in improving students' ability to understand the material. Another research was conducted by Rahmatika (2021) in this research she investigated YouTube as an online learning media, she found that YouTube is easy to access and suits students who like to see visualization content like a movie.