# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1. Teaching Materials

### 2.1.1 Definition Teaching Materials

#### Quoted from the World Web Understanding .com " Teaching materials or curriculum program content are everything that is offered to students as learners in learning activities to achieve goals. " Subjects that contain the subject matter and programs offered to students to be studied are essentially the content of the curriculum or some call it the syllabus. Teaching materials or learning materials (instructional materials) are also understood as knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. (World Pengertian.com, 2018) In detail, " the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values." (Hidayat Sholeh, 2013)



Figure 2. 1 Teaching Materials Ilustration

#### Teaching materials are essentially the content of the subject or field of study given to students, in accordance with the curriculum they use. With these teaching materials, it will allow students to learn a competency or basic competence in a sequence and systematically so that accumulatively they are able to master all competencies as a whole and integrated. Teaching materials are information, tools and texts needed by teachers for planning and studying the implementation of learning. (Sujdana Nana, 2009)

#### Majid stated that teaching materials are a set of materials that are systematically arranged so as to create an environment or atmosphere that allows students to learn well. The teaching materials in question can be in the form of written materials or unwritten materials. (Sujdana Nana, 2009)

#### Iskandarwassid (2013: 171) said that teaching materials are a set of information that students must absorb through fun learning. The learner must really feel the benefits of teaching materials or materials after they learn.

#### The role of teaching materials proposed by Iskandarwassid (2013: 172) is to reflect a sharp and innovative point of view on teaching and demonstrate its application in the teaching materials presented. Presents a source of subject matter that is rich, easy to read and varied, according to the interests and needs of the learners, provides a neatly arranged and gradual source of the problem, presents methods and teaching tools to motivate learners, and presents support for practical exercises and tasks, presents evaluation and remedial materials that are harmonious and appropriate.

#### Based on the above understanding, it can be stated that teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined standards of competence and basic competencies. The positive impact of teaching materials is that teachers will have more time to guide students in the learning process, help students acquire new knowledge from all sources or references used in teaching materials, and the role of teachers as the only source of knowledge is reduced. The ability of teachers to design or compile teaching materials is a very important role in determining the success of the learning and learning process through teaching material. Teaching materials can also be interpreted as any form of material that is arranged systematically that allows students to learn by being designed according to the applicable curriculum. (Jaria, 2019) wrote that "With the teaching materials, teachers will be more direct in delivering material to students."

#### The indicator of assesment for the feasibility of language field consist of three elements. (Risnawaty,2021)

#### The language used in texts should be easily understood by students.

1. The language should be communicative.
2. The language should be clear.

### 2.1.2 Teaching Materials

The development of technology today makes a great contribution to the world of education, especially in the field of learning. The existence of learning technology in the scope of education makes learning easier to understand. "The technology also offers a variety of ways to help solve problems in the teaching and learning process." (Jaria, 2019)

Thus, teaching materials can be interpreted in the design in order to be able to do feedback to users to carry out an activity. So, this teaching material is not like printed teaching materials or modules that are only passive and cannot control their use.

### 2.1.3 The Purpose Teaching Materials

#### Bahan Ajar : Pengertian, Jenis-jenis, Fungsi, Struktur, Langkah-langkah dan Manfaat Bahan Ajar - IrfanMalikA

Figure 2. 2 Purpose Of Teaching Material Ilustration

#### The purpose teaching materials, there are at least four main things expressed by Prastowo (2011:26-27) that cover, namely;

* + - 1. Assist learners in learning something.
      2. Provide various types of teaching materials, thus preventing the emergence of boredom in participants.
      3. Make it easier for students to carry out learning, and make learning activities more interesting.

### 2.1.4 Teaching Material Preparation Techniques

#### Broadly speaking, the following is the technique for preparing Teaching Materials according to the Diknas. (Ministry of National Education, 2008)

* 1. In the preparation of teaching materials, adequate supporting knowledge and skills are needed, especially in operating equipment such as computers, video cameras, and photo cameras
  2. Teaching materials are usually presented in the form of compact discs.
  3. Lower the title from the basic competence or subject matter according to the size of the material.
  4. Write down the learning instructions.
  5. Explain supporting information clearly, concisely and interestingly in written form or still or moving images.
  6. Assessing the results of the work from those given which at the end of learning can be seen by the educator through a computer.
  7. Using various learning resources that can enrich the material, for example, books, magazines, the Internet and research journals as material in making teaching material programs.

## 2.2. Listening

### 2.2.1. Definition Listening

#### Language skills include four activities that include listening skills, speaking skills, writing skills and reading skills. One of the most important but often abandoned activities is listening skills activities. Listening activities are interconnected with each other.

#### Menyimak dan Berbicara Akademik - English Department Universitas Hasanuddin

Figure 2. 3 Listening Ilustration

#### According to the Ministry of National Education, listening is the activity of perceiving, processing and interpreting a problem by involving the five senses of a person. (Sutari, 1998) Listening is related and useful to listening and speaking, listening and reading, speaking and reading as well as oral expressions and written expressions.

### 2.2.2. Functions of Listening

#### The following are some functions in carrying out listening activities according to Samhis (Setiawan, 2022) including:

* + 1. Make interpersonal relationships more effective.
    2. Obtain information that has a relationship or has to do with the job or profession.
    3. Can give an appropriate response.
    4. Collect data in order to make reasonable decisions.

### 2.2.3. Purposes of Listening

#### Samhis (Setiawan, 2022) revealed that there are several purposes of listening, including:

* + - 1. Listening to learn where the person is intended so that he can gain knowledge from the material of the speaker's speech.
      2. Listening to enjoy where the person listening with an emphasis on connoisseur something from the material taught or listened to or played (especially in the field of art)
      3. Listening to evaluate where the person listens with the intention that he can judge what he is looking at (good-bad, beautiful-ugly, precise-inconsistent, logical-illogical, etc.)
      4. Listening to appreciate where the person who listens can enjoy as well as appreciating anything that is listening to it (e.g., news readings, poetry, music and songs, dialogue, panel discussions, and debates)
      5. Listening to distinguish the sounds by which the one who listens to means that he can distinguish the sounds precisely; which sounds distinguish meaning (distinctive), which sounds do not distinguish meanings; usually this is seen in someone who is learning a foreign language who is engrossed in listening to the speech of the original speaker (native speaker)
      6. Listening to solve problems where the person listening intends that he can solve the problem creatively and analytically, because from the speaker he may get a lot of valuable input.
      7. Listening to convince where the person who listens to convince himself of a problem or opinion that he has been doubting.

### 2.2.4. Types of Listening

#### APA ITU MENYIMAK INTENSIF? - hestunodya

Figure 2. 4 Listening Activity

#### According to Sutari (Sutari, 1998) the following types of listening in learning are as follows:

* + - 1. Extensive listening

Extensive listening is a kind of listening activity that deals with things more generally and more freely in a language, not necessarily under the direct guidance of a teacher. The most basic use is to re-present a known material in a new environment in a new way. In addition, students may also be allowed to hear the points of vocabulary and structures that are new to the student contained in the language current that exists in his capacity to handle them. In general, the best sources for extensive listening are recordings made by the teacher himself, for example, recordings sourced from radio broadcasts, television, and so on.

* + - 1. Intensive listening

Intensive listening is listening directed at something much more supervised, and controlled, towards a certain thing. In this case, an important division must be held, namely directed at language items as part of a language teaching program or to general understanding and understanding. It is clear that in the case of this second one then the language, in general, is already known to the disciples.

* + - 1. Social listening

Social listening or conversational listening or courtens listening usually takes place in social situations where people are concerned about things that concern everyone and listen to each other to make appropriate responses, follow interesting details, and pay attention to what is expressed by a colleague. In other words, it can be argued that social listening includes at least two things, namely the words listening politely with attentive conversation or convergence in social situations with a purpose. And secondly, understand and understand the roles of the speaker and listen in the communication process.

* + - 1. Secondary listening

Secondary listening is a kind of listening activity by chance and extensively (casual listening and extensive listening) for example, listening to music that sends folk dances is heard faintly while we write letters to friends at home or enjoy music while participating in certain activities at school such as writing, handwork with clay, sketching and writing exercises with handwriting.

* + - 1. Aesthetic listening

Aesthetic listening also called appreciative listening (appreciation listening) is the last phase of the activity of listening by chance and is included in extensive listening, including two things, namely first listening to music, poetry, reading together, or dramas heard on the radio or recordings. The two enjoy the stories, poems, puzzles, and plays told by the teacher or students.

* + - 1. Critical listening

Critical listening is a kind of listening activity in which there is already a lack or absence of authenticity or the presence of prejudice and inaccuracy that will be observed. Students need to learn a lot to listen, and listen critically to get the truth.

* + - 1. Consentrative listening

Consentrative listening is often also called study-type listening or listening which is a type of study. Activities included in concentrative listening include: listening to follow instructions and listening to sequences of ideas, important facts, and causation.

* + - 1. Creative listening

Creative listening is a type of listening those results in the formation or reconstruction of a child imaginatively the pleasures of sound, visual or vision, movement, as well as kinesthetic feelings suggested by anything he hears.

* + - 1. Introgative listening

Interrogative listening is a kind of intensive listening that demands more concentration and selection, concentration and selection because the listener must ask questions. In this interrogative listening activity, the listener narrows and directs his attention to obtaining information or about special paths.

* + - 1. Exploratory listening

Exploratory listening is a kind of intensive listening with intent and somewhat shorter ones. In listening activities like this, the listener alerted his attention to finding new things that attract attention and additional information about a topic or an interesting discussion.

* + - 1. Passive listening

Passive listening is the absorption of a language without conscious effort that usually marks our efforts when studying carefully, learning hastily, memorizing outside our heads, and practicing and mastering a language. One example of passive listening is the indigenous people who do not attend school fluent in foreign languages. This is possible because they live directly in that area of the language for some time and provide ample opportunity for their brains to listen to the language.

* + - 1. Selective listening

Selective listening is closely related to passive listening. However effective passive listening is but it is not usually considered a satisfying activity. Therefore, listening is very much needed. Nevertheless, selective listening should not replace passive listening, but rather complement it. Listeners should take advantage of both techniques. Thus, it means to compensate for our cultural isolation from that foreign language society and our tendency to interpret.

### 2.2.5. Stages of Listening

#### According to Taufina (Taufina, 2015) there are several stages of listening so that communication is not interrupted or there is a misunderstanding of information, the following stages of listening include:

a. Hearing

We listen to everything from the speaker and process it to obtain information that is new and that we already know.

b. Understanding

Once a particular stimulus has been identified a meaning, or identification is given to each item. After we listen to the speaker's talk, then we will feel like knowing, and understanding what is in the content of the information we are listening to.

c. Interpretating

We integrate or blend into what we hear other information that we have stored and recorded in our brains. That's why general knowledge is very important in this stage. If the listening process takes place, we must first have some background or understanding of a certain subject matter.

d. Evaluating

At this stage, the new information we have received is contrasted and compared with all the information we already have about it. This process will be easiest to take place if new information actually supports our prejudices or preconceptions.

e. Responding

At this stage, we actively evaluate what we hear and trace where it all came from. We begin to reject and agree, acknowledge and consider the information and its sources. This stage is the last stage in listening, where the listener receives and absorbs the results of the listening and then responds to what is listened to, it can be in the form of comments, questions, and other responses.

### 2.2.7. Listening Learning Techniques

Samhis (Setiawan, 2022) wrote that there are several listening learning techniques that can be done by:

1. Re-listening to the words (introduce the sounds of the language by pronouncing them).

Speech models that students listen to and imitate. Speech models can be phoneme speech, words, sentences, expressions, proverbs, short poems, aphorisms, mottoes and so on

1. Listening and Doing

Speech model containing the echoed commands. Students listen and give reactions in the form of actions.

1. Completing the Story

Classes are divided into groups. A group of four. The first person in a group tells a story, but the story is partially intricate; continued by the second member, and the third, and then finished by the last student.

1. The diverse culture of the region is the wealth of the nation.

Cultural diversity is natural because each culture is developed according to environmental demands and individual needs. Diversity eventually leads to unity because basically, the Indonesian nation is one.

1. Summarizing

Listening to relatively long materials can be done in various ways. One of them is by condensing or summarizing its contents in a few sentences. Summarizing means making a long material as little as possible. However, that meagre one can represent the long one.

1. Paraphrasing (The teacher plays a poem, and the student tells the content of the poem)

A commonly used way to understand the content of a poem is by expressing the content of the poem in its own words in prose. Poems that have been recorded or recited by the teacher are heard by students. They listened to its contents and reiterated it in prose.

1. Answering Questions

Another way to teach effective listening is through the practice of answering the questions of what, who, why, where, and when. The questions were asked above with reference to the material that had been presented to the students.

## 2.3. YouTube

### 2.3.1 Definition of YouTube

#### YouTube is the largest and most popular online video-sharing media website in the internet world. Currently, its users are spread all over the world from various age groups, from children to adults. They can upload videos, search videos, watch videos, discuss/Q&A about videos and at the same time share video clips for free. Every day there are millions of people who access YouTube so it is not wrong if it has the potential to be used as a learning medium. Moreover, many YouTube users upload videos about lessons and many educators also provide videos about learning so it is not wrong if it becomes a learning medium for students.

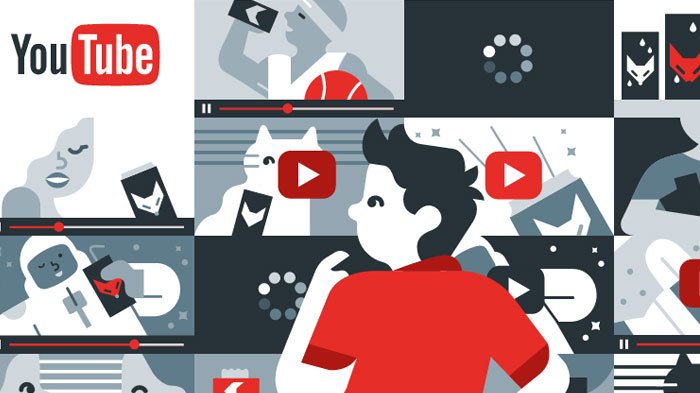


Figure 2. 5 Youtube Ilustration

#### Youtube as a media trend today can be used in the world of education to create an interesting and not monotonous learning process, as well as easy and unlimited access to time and space so that it makes it easier for them to learn and the form displayed is more real and interesting so that they are not easily bored.

#### (Humairah Awaru, 2017), explained that the factor causing the low activeness of student learning is the lack of teachers in using auxiliary media in teaching and learning activities. By using audio-visual media, learning activities in addition to being more interesting and fun can also make student boredom disappear in teaching and learning activities. The use of various kinds of learning media is an effort by educators so that the learning process does not become something boring for students.

#### . YouTube is already used as a learning medium by students abroad. It is used as a learning medium between teachers and students. Where they can learn the lesson tutorials uploaded by their teacher, It makes it possible also to learn remotely and facilitates online learning, especially in today's digital era.

#### To use YouTube as a learning resource optimally according to Burke and Snyder (Burke Snyder, 2009) Can use several steps, namely:

* 1. go to www.youtube.com on the internet browser,
  2. in the search section at the top type keywords, titles or terms to search for the desired video,
  3. click the "search" button,
  4. the screen on the internet browser will appear a list of video titles along with screenshots of available videos and meet the keyword criteria that have been entered,
  5. Select the visible video according to the desired subject by clicking the video screenshot. The selected video will be played,
  6. at the bottom of the video screen, there are options to stop, rewind, speed up, enlarge the video, and adjust the sound volume. There is also a timer that displays the length of the video,
  7. after the video has finished playing, there is an option to forward another video or watch it again. Titles and screenshots of other videos with similar content are also displayed automatically,
  8. there is the option of saving the video on the YouTube site (by adding to 'Favorites' or 'Add to Playlist'), or copying the URL of the video from the navigation box and using it to create a link so that it is easier to use in class,
  9. users can also access additional information about watching videos and other YouTube functions by clicking the 'Help' link.

### 2.3.2 The use of YouTube as a learning medium

#### The use of YouTube as a learning medium helps the delivery of messages. According to Snelson (Snelson, 2011), " YouTube is one of the most popular video-sharing services on the internet today." YouTube as a video-sharing website, it allows its users to upload, search for videos, watch, discuss / Q&A and share video clips for free. These videos are video clips, movies, TV, and user-made videos. YouTube is the most dominant online video provider site in the world and does not limit the duration for uploading videos. Another advantage, is that it offers free services, especially for enjoying and accessing the videos that are included in its system. To access the videos users do not need to have a premium account or pay a certain amount of money in a certain time scale. They can access those videos for free. They can download multiple videos and once successfully downloaded, the videos can be saved on their respective gadgets to enjoy whenever without using an internet connection. Munadi (2008:8) in (Sutarti Astuti, 2021) stated that learning media is everything that can convey and channel messages from planned sources to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively.

#### Benefits of YouTube media in the learning process are as follows:

1. Delivering learning materials;
2. Providing illustrations of learning materials;
3. Providing tutorials on practical materials;
4. Motivating students to follow the lesson with attractive display;
5. Adding insight into all knowledge;
6. Solving problems in the problem of lesson;
7. Getting diverse and useful information in learning.

### 2.3.3 Advantages of YouTube

#### According to Suryaman (2015) in (Sutarti Astuti, 2021), YouTube has advantages as a learning medium, including:

* + 1. Informative, which can provide information about the development of science and technology;
    2. Cost Effective, which can be accessed for free by using the internet network;
    3. Potential, which is a very popular site and has many videos so that it can have an impact on education;
    4. Practical and complete, that is, it can be used easily and has complete information;
    5. Shareable, that is, videos can be shared easily by sharing a link;

### 2.3.4. Disadvantages of YouTube

#### Sutarti and Astuti (Sutarti Astuti, 2021) explained some of the shortcomings of YouTube, including:

1. If there is a disturbance in the internet connection, it will interfere with making videos on YouTube.
2. The size or capacity of the video on YouTube is generally very large.
3. There is no video capture application on YouTube on the website, so you have to use other applications such as *YouTube downloader* and *keepvid*
4. YouTube also provides a video upload facility that can be used by anyone, so it is very likely that it can be misused by irresponsible parties.

## 2.4. Relevant Research

The research was inspired by previous researchers. The case research was conducted by Jaria entitled *"Development of Teaching Materials for Writing Exposition Texts Through a Scientific Approach with Audio Visual Media in Grade X Students of SMK Negeri 1 Beringin".* (Jaria, 2019) The purpose of the case research is to describe the effectiveness of using teaching materials for writing exposition texts through a scientific approach with audio-visual media in improving the writing skills of grade X students of SMK Negeri 1 Beringin in the Academic Year of 2018-2019. The results show that teaching materials for writing exposition texts through a scientific approach with audio-visual media are effective in improving the skills of writing exposition texts by grade X students of SMK Negeri 1 Beringin in the Academic Year of 2018-2019, whereas before the process of developing teaching materials, writing exposition texts through a scientific approach with audio-visual media is in the sufficient category and then increases to be good after the process of developing teaching materials for writing texts exposition through a scientific approach with audio-visual media in grade X SMK Negeri 1 Beringin in the Academic Year of 2018-2019.

The connection with this research is that the author only focuses on topic development teaching materials for listening to audio-visual-based English songs using YouTube application.

## 2.5. Conceptual Framework

So far, the media used by teachers in learning to listen to conversations only uses print media; moreover, there are no language lab facilities at school. The print media used by teachers in the classroom makes students bored and bored. This is because the creativity of students who should develop is hampered. By using audio-visual media such as YouTube, it is hoped that they can understand and be easier for students to learn English. They are expected to be more active in learning English in the classroom and allowed to use English in their daily activities.

### 

Theory and Practice Analysis

Teacher and Student Needs Analysis

Preparation of Teaching Materials Design

Revision of Teaching Material Design

Test / Validation of Teaching Material Design by Experts

Trial of Teaching Materials for Students

Revision of Teaching Materials Based on Trial Results

Finish

Gambar 2. 6 Thinking Frame Work Flowchart

## 2.6. Hypothesis

(Samsul Bahri, 2021) A hypothesis is a temporary answer to the formulation of a problem, while is formulated based on assumptions.

The hypothesis in this research is:

Ho: The use of YouTube media cannot increase the effectiveness of listening ability in grade VIII students of SMP Negeri 15 Medan

Ha: The use of YouTube media can increase the effectiveness of listening ability in grade VIII students of SMP Negeri 15 Medan