

CHAPTER II

THEORETICAL FOUNDATION

A. Listening

1. Definition of Listening

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.¹

There are some definitions given by linguists and the following :

- a. According to Brown listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.²

In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills.

¹ Nurmala Hendrawaty, *Loquen English Studies Journal* (Vol 12 No 1 (2019): January-June 2019), 57.

² H Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004), 118.

- b. Nation and Jonathan “Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening.”³
- c. Brown defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening.⁴
- d. According to Lorena Manaj listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.⁵

2. Definition of Listening Skills

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

³ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (Routledge : New York, 2009), 37.

⁴ Steven Brown, *Teaching Listening* (Cambridge : University Press, 2006), 4.

⁵ PhD Cand. Lorena Manaj Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour (European : Journal of Language and Literature Studies, April 2015), 31.

There are some definitions given by linguists and the following :

- a. Vishwanath Bite defines Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.⁶
- b. Listening skill is the communication process, according to Johnson (1951) and Hampleman (1958), while it is to distinguish words from recognizing other words.⁷
- c. According to Herbert J. Walberg Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.⁸

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker feedback, such as the

⁶ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects* (The Criterion : An International Journal in English, 2013), 1.

⁷ Talat Aytan, *The Effect of a Listening Education Course on the Listening Behaviors of Prospective Turkish Teachers* (Sciedu Press : Department of Turkish Education, College of Education, Yildiz Technical University, Istanbul, Turkey, 2016), 254.

⁸ Herbert J. Walberg, *Teaching speaking, listening and writing* (IAE Educational Practices Series, 2004), 14.

asking of pertinent questions; so the speaker knows the message is being understood.

3. Types Of Listening

A. According to Brown some types of listening as follow:

1) Intensive

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3) Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.⁹

B. According to Vishwanath Bite some types of listening as follow:

Based on objective and manner in which the Listener takes and respond to the process of Listening, different types of Listening are:

1. Active listening

Listening in a way that demonstrates interest and encourages continued speaking.

2. Appreciative listening

Looking for ways to accept and appreciate the other person through what they say. Seeking an opportunity to praise. Alternatively listening to something for pleasure, such as to music.

3. Attentive listening

Listening obviously and carefully, showing attention.

4. Biased listening

⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 120.

Listening through the filter of personal bias i.e the person hears only what they want to listen.

5. Casual listening

Listening without obviously showing attention. Actual attention may vary a lot.

6. Comprehension listening

Listening to understand. Seeking meaning (but little more).

7. Critical listening

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

8. Deep listening

Seeking to understand the person, their personality and their real and unspoken meanings and motivators.

9. Discriminative listening

Listening for something specific but nothing else (eg. a baby crying).

10. Empathetic listening

Seeking to understand what the other person is feeling.
Demonstrating this empathy.

11. Evaluative listening

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

12. Inactive listening

Pretending to listen but actually spending more time thinking.

13. Judgmental listening

Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.

14. Partial listening

Listening most of the time but also spending some time day-dreaming or thinking of a response.

15. Reflective listening

Listening, then reflecting back to the other person what they have said.

16. Relationship listening

Listening in order to support and develop a relationship with the other person.

17. Sympathetic listening

Listening with concern for the well-being of the other person.

18. Therapeutic listening

Seeking to understand what the other person is feeling.
Demonstrating this empathy.

19. Total listening

Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.¹⁰

C. According to I.S.P. Nation and J. Newton some types of listening as follow:

- 1) One-way listening typically associated with the transfer of information (transactional listening).
- 2) Two-way listening typically associated with maintaining social relations (interactional listening).

4. Listening Processes

A. According to I.S.P. Nation and J. Newton some listening processes as follow:

a) Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2003: 326).

¹⁰ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects* (The Criterion : An International Journal in English, 2013), 4-5.

b) Top-down Processes

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.¹¹

B. According to Vishwanath Bite The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding as follow:

- 1) Step-1 Receiving (Hearing): Hearing it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.
- 2) Step-2 Understanding (Learning): Understanding this step helps to understand the symbols we have seen and heard, we must analyze the

¹¹ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (Routledge : New York, 2009), 40.

meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

- 3) Step-3 Remembering (Recalling): Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. Listening to our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
- 4) Step-4 Evaluating (Judging): Evaluating only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

5) Step-5 Responding (Answering): Responding this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.¹²

From the explanation above about the types and processes purpose of the listening is to have social relationships with people around and we can do many things because the conversation has many functions one of which we can mingle with everyone and The purpose of listening performance is not necessarily to look for global or general meanings but to be able to comprehend designated information. Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures.

5. Strategies of Listening

a. Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set

¹² Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects* (The Criterion : An International Journal in English, 2013), 2-3.

of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

b. Bottom-up strategies are text-based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns.¹³

6. Three Basic modes of Listening

a. Active or Reflective Listening

It is the single most useful and important listening skill. In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means. The person is active in checking his understanding before he responds with his new message. The listener restates or paraphrases our understanding of the message and reflects it back to the sender for

¹³Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* 3.

verification. This verification or feedback process is what distinguishes active listening and makes it effective. Essentials of Active Listening:

1. Intensity
2. Empathy
3. Acceptance
4. Recognizing responsibility for the completeness

b. Passive or Attentive Listening

The listener is genuinely interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it.

c. Competitive or Combative Listening

It happens when the Listener is more interested in promoting his own point of view than in understanding or exploring someone else's view. He either listen for openings to take the floor or for flaws or weak points.¹⁴

7. Importance of Listening Skill

Good listening skills make workers more productive. The ability to listen carefully will allow a person to:

¹⁴ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* 3-4.

- understand assignments in a better way and find and what is expected from him.
- build rapport with co-workers, bosses, and clients;
- show support;
- work better in a team-based environment;
- resolve problems with customers, co-workers, and bosses;
- answer questions
- find underlying meanings in what others say.¹⁵

8. Ways to improve Listening skill

Hearing and Listening are two different actors. The hearing is passive whereas Listening is active. Listening is a psychological process. It can, therefore, be improved by regular practice. Listening is a very helpful skill.

Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact, to the degree that you all remain comfortable.

¹⁵ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* 5.

3. Minimize external distractions. Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. Respond appropriately to show that you understand. Murmur (“uh-huh” and “um-hmm”) and nod. Raise your eyebrows. Say words such as “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”
5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
6. Minimize internal distractions. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.
7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.
8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.
9. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as

though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in...and be ready for more.

10. Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying..."¹⁶

9. Barriers to Listening

Listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within outside the workplace. These barriers may be categorized as follows.

- 1) Physiological Barriers: - some people may have genuine hearing problems or deficiencies that prevent them from listening properly. It can be treated. Some people may have problem in processing information or retaining information in the memory.
- 2) Physical Barriers: - These referred to distraction in the environment such as the sound of an air conditioner , cigarette

¹⁶ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* 5-6.

smoke, or an overheated room. It can interfere with the listening process. They could also be in the form of information overload. For example, if you are in a meeting with your manager and the phone rings and your mobile beeps at the same time to let you know that you have the message. It is very hard to listen carefully to what is being said.

- 3) Attitudinal Barriers: - preoccupation with personal or work-related problems can make it difficult to focus one's attention completely on what the speaker is saying, even what is being said is of very importance. Another common attitudinal barrier is egocentrism or the belief that the person has more knowledge than the speaker, or that there is nothing new to learn from the speaker's ideas. People with this kind of close-minded attitude are very poor listeners.
- 4) Wrong Assumptions: - The success of communication depends on both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listeners have no role to play. Such an assumption can be a big barrier to listening. For example, a brilliant speech or presentation, however well delivered, is wasted if the receiver is not listening at the other end. Listeners have as

much responsibility as speakers to make the communication successful. The process should be made successful by paying attention seeking clarifications and giving feedback.

- 5) Cultural Barriers: - Accents can be barriers to listening since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures but also within a culture. For example, in a country like India where there is enormous cultural diversity, accents may differ even between regions states.
- 6) Gender Barriers: - communication research has shown that gender can be a barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen for the emotion behind a speaker's words when men listen more to the facts and the content.
- 7) Lack of Training: - Listening is not an inborn skill. People are not born good listeners. It is developed through practice and training. Lack of training in listening skills is an important barrier.
- 8) Bad Listening Habits: - Most people are very average listeners who have developed poor listening habits that are hard to say and that act as barriers to listening. For example, some people have the habits of "faking" attention or trying to look like listeners, in

order to impress the speaker and to assure him that they are paying attention. Others may tend to listen to each and every fact and, as a result, miss out the main point.¹⁷

10. Benefits of Effective Listening Skills

Learning the skill of effective listening benefits personal growth and development in the following ways:

1. **Effective Communication** – Clear and concise transmission of information is an important component of effective human interaction. Though the onus is often placed on presenting clear and concise written or spoken directions, the listener also bears a responsibility to hear and understand messages.
2. **Fewer Misunderstandings** – Regardless of the clarity of written or spoken messages, the effective listener can prevent misunderstandings and salvage what otherwise might be a mis-communication by practicing active listening skills.
3. **Improved Relationships** – Relationships are damaged by misunderstandings that can lead to unsatisfactory business transactions as well as hurt feelings in personal relationships. Excellent listening practices tell others that they are important, special, and what they

¹⁷ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* 6-7.

have to say is valued. That is very attractive and contributes to strong relationships.

4. Personal Growth – A person learns and grows by listening and understanding other viewpoints, differing ideas, and exploring conflicting viewpoints. Learning the skill of active and effective listening not only adds a tool to the personal development portfolio, but equips you to continue growing with tools for exploring new ideas.¹⁸

11. Common Listening Mistakes

There are some common mistakes which are made by an individual while Listening. Some of them are:

1. Interrupting the speaker.
2. Completing the speakers sentences in advance.
3. Habit of topping another person's story with your own is demeaning and relegates the speaker's story to something less important.
4. Dominating Conversations - A person who dominates conversations probably commits all of the above mistakes and is not listening at all.¹⁹

8. ¹⁸ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* Hal 7-

¹⁹ Vishwanath Bite, *Listening : An Important Skill and Its Various Aspects....* 8.

B. Teaching Listening Using Narrative Text

1. Definition of Narrative Text

According to McQuillan “a narrative text is a story that is told in language and converted into language signs”.²⁰

- a. Mark and Kathy define narrative text types tell a story using spoken or written a language. It can be communicated using radio, television, books, newspaper or computer files. Picture, facial expressions, and camera angles can also be used to help communicate meaning. The narrative is usually told by a storyteller. This person gives his/her point of view to the audience and determines the order in which the events of the story will be told.²¹
- b. Based on Georgetown.edu narrative is the telling of a story or communication of a chain of events, fictive or real. Aspects of narrative include how the story is told, the context in which it is presented, and the construction of the story.²²

²⁰ Farah Yunita, Abdul Muin and Fitri Hilmiyati, *Loquen Studies English Journal* (Vol 10 No 1 (2017): January-June 2017), 48.

²¹ Mark Anderson and Kathy Anderson, *Text Types in English 1* (Macmillan : Education Australia, 1997), 2.

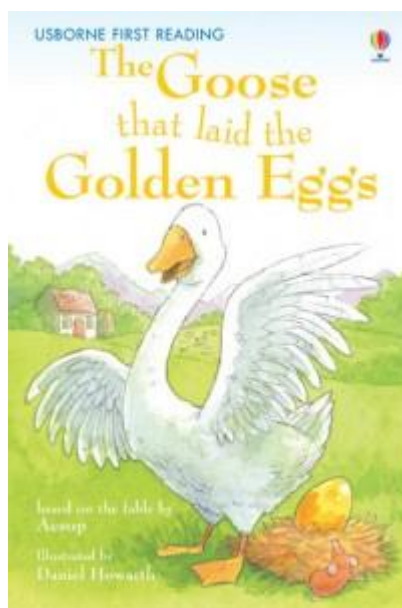
²² <http://narrative.georgetown.edu/wiki/index.php/Narrative#References> (on 5 June 2008, at 09:35)

- c. According to Mark and Kathy A Narrative is a piece of text which tells a story and, in doing so, entertain or informs the reader or listener.²³

From those definitions above, it can be inferred that Narrative Text is story to entertain people, a story with complication or problematic events and it tries to find the resolutions to solve the problems and text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The character, the setting, and the problem of the narrative are usually introduced in the beginning.

Sample of Narrative Text:

GOLDEN EGGS



²³ Mark Anderson and Kathy Anderson, *Text Types in English 2* (Macmillan : Education Australia, 1997), 8.

A long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

A few days later, an old man with a long grey beard, passed by his house took pity on him. He gave him a goose and said: “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months.

The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted his foolishness, it’s already too late.²⁴

2. Generic Structure of Narrative Text

According to Pardiyo there are four elements of structure of Narrative, they are :

²⁴http://triafebrilia-fl.blogspot.com/2012/04/v-behaviorurldefault_tvmlo_28.html
(Sabtu, 24 April 2012).

1. Orientation is consists of the topic of an activity or event which is told.
2. Complication consists of some conflicts, which happen.
3. Resolution is the text element consists of the problem solving.
4. Coda is a simple conclusion which consists of moral lesson for the reader.²⁵

3. Types of Narratives

There are many different types of narrative including:

- a. Humour
- b. Romance
- c. Crime
- d. Real-life fiction
- e. Historical fiction
- f. Mystery
- g. Fantasy
- h. Science fiction
- i. Diary-Novels
- j. Adventure²⁶

²⁵ Iyan Sopyana, *Loquen English Studies Journal* (Vol. 8 No. 2/July-December/2015), 197.

²⁶ Mark Anderson and Kathy Anderson, *Text Types 2*,.....18.

C. Teaching Listening Using Youtube Video

1. Definition of Youtube

- a. According to Jennifer Brook Youtube (<http://www.youtube.com>) is a Web 2.0 site that is primarily based on video sharing, commenting, and viewing (see Figure 1). On the website, users can post self-created videos, create appropriate tags related to the video's content (taxonomy) (see Figure 2), write a title and description for the video's content, comment on his or her own or other users' videos (see Figure 3), create or join other users' video channels on various topics of interest, search for video based on title or keyword, create video responses to others' videos, etc. According to Jones and Cuthrell (2011), Youtube is considered to be a Web 2.0 site and not merely a collection of information because members of the website share their work and participate in peer feedback through asynchronous interaction with other users.²⁷
- b. Patricia defines Youtube is a public video- sharing website where people can experience varying degrees of engagement with videos, ranging from casual viewing to sharing videos in order to maintain social relationships.²⁸

²⁷ Jennifer Brook, *The Affordances of Youtube for Language Learning and Teaching* (Hawaii Pacific University Tesol Working, 2011), 38.

²⁸ Patricia G. Lange, *Publicly Private and Privately Public: Social Networking on Youtube* (School of Cinematic Arts University of Southern California, 2008), 361.

- c. Youtube is based in San Bruno, and uses Adobe Flash Video technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging and short original videos.²⁹

From those definitions above, it can be inferred that Youtube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own and Youtube is considered to be a Web 2.0 site and not merely a collection of information because members of the website share their work and participate in peer feedback through asynchronous interaction with other users.

2. Definition of Video

- a. According to Zac Video is defined here as digitally recorded content that has sound and motion that can be stored or delivered live, and can be streamed to a variety of devices. It may or may not have the lecturer visible and can include an animated film, or a demonstration.³⁰
- b. Zac defines Video is permeating our educational institutions, transforming the way we teach, learn, study, communicate, and work. Harnessing the power of video to achieve improved outcomes, for example, a better grade in exams/assignments or more effective

²⁹ Simeon O. Edosomwan , *The history of social media and its impact on business* (The Journal of Applied Management & Entrepreneurship, 2011).

³⁰ Zac Woolfitt, *The effective use of video in higher education* (Inholland University of Applied Sciences, 2015), 4.

knowledge transfer is becoming an essential skill. A key pillar in the drive towards improved digital literacy, video brings considerable benefits to educational institutions: streamlined admissions, increased retention, and improved learning outcomes.³¹

- c. Video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students (Brinton & Gaskill, 1978; MacWilliam, 1986; Tudor, 1987; Vanderplank, 1990).³²
- d. Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning (Mayer, 2001).³³

From those definitions above, it can be inferred that, Video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media, a video was first developed for mechanical television systems, which were quickly replaced systems which were later replaced by flat panel displays of several types.

³¹ Zac Woolfitt, *The effective use of video in higher education.....*, 6.

³² Carla Meskill, *Listening Skills Development Through Multimedia* (University at Albany, State University of New York, 1996), 184.

³³ Emily Cruse, *Using Educational Video in the Classroom: Theory, Research and Practice* (M.Ed., Curriculum Director, Library Video Company), 6.

3. Advantages and Disadvantages of Youtube

a. Advantages of Youtube

YouTube is the same as another site which has advantages and disadvantages. For the good side or advantages side of Youtube, there is a benefit to all gender, ages and education, especially in teaching classrooms.

1. In education YouTube help in term of providing the video of teaching and learning for the students to get the knowledge from the professors in another part of the world.
2. The students are able to access the sources of learning anytime anywhere they want without any payment.
3. Provide the chance for all the learner to study with the high professional teacher especially for those who have no chance to go university.
4. There are many skilled people who upload their video and we can learn from their skill.
5. YouTube is a very wide classroom for teaching and learning which we can save our time and budget.
6. It is the biggest source of study which easiest to understand by the video such as video on how to make up, video on how to cook, video on how ...etc.

7. YouTube is a place that we can get all the kind of entertainment such as music, movies, game show and many more which we can release our stress and enjoy.
8. It is a big digital library which has both image and sound.
9. YouTube is a site with we can playback all the video which help people to not miss the interesting video.
10. YouTube is also benefited to spread the religion which we can access your Ustaz in other countries.

b. Disadvantages of Youtube

YouTube is one of the two-edged swords which one side is good and another side is bad but it depends on the purpose of the user if they use in the wrong ways there will get back the bad feedback and if they use it in a good way they will earn the good feedback as well.

1. YouTube is a free site which sometime the young generation will get a bad example from the video.
2. There are many pirated movie and song spread on YouTube which affect the copyright issue.
3. There are many uncensored or sexual harassment clip which is not suitable for the young age user.
4. There are many videos which spread the wrong believes that is dangerous to follow such as eating Mentos with a carbonated drink.

5. Because of the freedom of uploading the video, there are many videos were uploaded by other people and its effect the whole life of the owner.³⁴

According to Grahl (2013), social media can be categorised into six different but overlapping categories, which include:

1. Social Network (e.g. Facebook, LinkedIn)
2. Bookmarking sites (e.g. Delicious, StumbleUpon)
3. Social News (e.g Digg, Reddit)
4. Media sharing (e.g. Instagram, Youtube, Flickr)
5. Microblogging (e.g. Twitter) and
6. Blogging, particularly comments and forums.³⁵

4. The Benefits of using Video

Having audio and video available to your students can support their learning in the following ways. It:

1. Provides diverse teaching techniques for learning.
2. Gives the teacher a voice – this can reduce the feeling of isolation for cloud-based students, but also helps located students feel connected.
3. Can be used to simplify and explain complex problems.

³⁴ <https://211173.weebly.com/advantages--disadvantages.html> (On Friday, 08 February 2019).

³⁵ Fiona Farr and Liam Murray, *The Routledge Handbook Of Language Learning and Technology* (Routledge, New York, 2016), 255.

4. Can allow students to access the learning materials as often as required.
5. Allows students to learn at their own pace, with instant playback, rewind and pause.
6. Reduces frequently asked questions from students.
7. Can be re-used.³⁶

³⁶http://www.deakin.edu.au/_data/assets/pdf_file/0003/179013/Modules_1-4_Using_audio_and_video_for_educational_purposes-2014-02-28.pdf (28 February 2014).