

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teaching and Learning Listening**

Research on teaching and learning listening focuses on several key areas, the first is listening comprehension. Listening comprehension is understanding how learners process and comprehend spoken English (Field, 2021). After that is listening strategies, according to Rost (2020), listening strategies is identifying effective strategies that help learners enhance their listening skills, it's emphasizes the role of bottom-up and top-down processing strategies in effective listening. Technology Integration also integrated, exploring how digital tools and multimedia resources, such as YouTube, can enhance listening instruction. Zhao (2021) demonstrates that multimedia resources can provide authentic listening experiences that improve comprehension and engagement. The last is listening anxiety, investigating factors contributing to listening anxiety and methods to reduce its effects (Horwitz, 2020).

The procedures involved in teaching listening typically include pre-listening activities, while-listening activities, and post-listening activities. Pre-listening Activities are activities that prepare students for the listening task, such as discussing the topic, predicting content, and teaching key vocabulary (Rost, 2020). According to Field (2021), while-listening activities is exercises that students perform while listening, such as note-taking, answering questions, and identifying specific information. The last is post-listening activities, follow-up tasks that reinforce comprehension, such as summarizing, discussing, and reflecting on the listening material (Richards, 2020). Teaching and learning listening in EFL contexts is a comprehensive process that requires effective strategies, preparation, and the use of engaging multimedia resources. Incorporating digital tools like YouTube can significantly enhance students' motivation and listening skills, making the learning experience more dynamic and effective.

#### **2.2 Motivation in Listening**

Motivation in listening refers to the students' desire and willingness to engage in listening activities. According to Dörnyei (2020), high motivation are crucial for successful language acquisition, as they influence the effort and persistence students invest in developing their listening skills. Identifying elements that affect students' motivation, such as the relevance of the listening material, the teaching approach, and the use of engaging media can be factors influencing motivation (Suryani, 2020).

Mahamood & Sohail (2019) found that using YouTube videos can significantly increase student motivation. The second is interactive activities, implementing activities that encourage active participation and engagement. Zhang & Hasim (2022) highlight the effectiveness of gamified listening exercises in maintaining student interest. The last is using multimedia resources such as integrating videos, audio clips, and other digital resources to make listening activities more dynamic and interesting. Zhao (2021) demonstrates that multimedia resources provide authentic listening experiences that enhance motivation. Motivation plays a crucial role in listening comprehension and overall language learning. By understanding and addressing the factors that influence motivation, teachers can create more engaging and effective listening instruction that enhances students' willingness to participate and improve their skills.

### **2.3 Problem-Based Learning (PBL)**

Problem-Based Learning (PBL) is an instructional method where students learn by actively engaging in real-world problems and challenges. It emphasizes critical thinking, collaboration, and self-directed learning . PBL has some effectiveness in learning such as impact on student learning outcomes, engagement, and motivation (Marcellino, 2019) . Gumisirizah et al. (2023) demonstrate that technology can facilitate collaboration with PBL and improve students academic. Problem-Based Learning (PBL) is an educational approach where students work on real-world problems, as described by Schmidt, Rotgans, and Yew (2011). It starts with presenting a problem that sparks students' interest and encourages them to learn. They first discuss what they know and identify questions they want to explore further. Then, students research independently or in groups to gather information that helps them understand the problem better. After collecting their findings, they collaborate to come up with solutions. Finally, students reflect on what they learned and how they solved the problem, which helps reinforce their skills in critical thinking and teamwork. PBL is an interactive approach that enhance students critical thinking, collaboration, and self-directed learning. By integrating digital tools and resources, teachers can enhance the effectiveness of PBL and better engage students in their learning journey.

### **2.4 PBL with YouTube Media for Listening**

The integration of Problem-Based Learning (PBL) with YouTube media represents an innovative approach to enhancing listening skills in English as a Foreign Language (EFL) classrooms. This method utilize the strengths of PBL's collaborative, real-world problem-solving framework, self-direct learning (Hmelo-Silver, 2021) with the engaging and authentic

listening materials available on YouTube. Students are more engaged and motivated when they see the relevance of their learning to real-world contexts (Li et al., 2021).

YouTube provides many of authentic listening materials that can engage students. The visual and auditory elements of YouTube videos help in contextualizing the language, making it easier for learners to understand the information (Mahamood & Sohail, 2019). The visual and auditory stimuli provided by YouTube make the learning process more dynamic and enjoyable (Gumisirizah et al., 2023).

The combination of PBL and YouTube can increase students' motivation. The real-world problems presented in PBL and the engaging content on YouTube make learning more relevant and interesting, thus increasing students' motivation (Gumisirizah et al., 2023). Combining PBL with YouTube media can also develop students' critical thinking. PBL encourages students to think critically and solve problems. Students learn to analyze and interpret information from videos, enhancing their critical thinking abilities (Li et al., 2021). Integrating PBL with YouTube media offers a powerful approach to teaching listening skills in EFL classrooms.

## **2.5 Previous Study**

Research on the integration of YouTube in Problem-Based Learning (PBL) settings for English as a Foreign Language (EFL) students showed good results. Gumisirizah et al. (2023) employed a quantitative approach with 120 students from government and private schools to investigate the impact of integrating YouTube videos into a Problem-Based Learning (PBL) framework on students' academic achievement in physics. The findings indicated that the use of YouTube media significantly enhanced students' understanding of complex concepts and increased engagement levels, but only focus on a physics subject. Hadi & Izzah (2018) conducted their study using a qualitative approach with 30 students from the Primary School Teacher Education Department (PGSD) at Muhammadiyah University of Jakarta. The findings showed that Problem-Based Learning (PBL) improved student engagement, participation, and English language skills. However, the students lack of interest in English and limitation only on PGSD students. Studies on PBL with YouTube are very limited, however many studies have used Project-Based Learning with YouTube showing significant results. Zhao (2021) utilized a mixed-methods approach with 150 junior high school students, finding that the integration of YouTube in PjBL settings increased motivation and enhanced listening skills through exposure to diverse and authentic content as measured by surveys and tests, but it has lack of proficiency level differentiation, the study did not differentiate between students' proficiency levels. Goh & Sigala, (2020) conducted a

quantitative approach and quasi-experimental design with 120 EFL students, where the experimental group used Project-Based Learning (PjBL) with YouTube videos and showed significantly higher listening comprehension scores and engagement levels than the control group, which followed traditional methods. Li et al. (2021) used quantitative approach involved 200 EFL students in groups to solve problems using YouTube videos, resulting in significant improvements in critical thinking and listening comprehension due to the diverse perspectives and real-world contexts provided by the videos, the study claimed improvements on critical thinking. Mahamood & Sohail (2019) used quantitative approach which focused on 100 EFL students, comparing traditional listening exercises with PjBL using YouTube videos, the experimental group demonstrated improved listening skills and higher motivation levels, but the study didn't provide clear details on the type of YouTube videos used. Rahman (2021) used mix methods approach examined 180 junior high school students, revealing that those in the experimental group, which used videos within a PjBL framework, were more motivated and showed greater improvement in listening comprehension than the control group.

Based on several previous study above, the researcher find the similarity and differences. From the previous study, we can know that YouTube is a good media in teaching learning, it has good impact to the students especially in their listening skills with Project-Based Learning. So far, Problem-Based Learning (PBL) has not been optimized with YouTube to improve the listening and motivation skills on junior high school students. This innovative approach will make interesting learning environments.