

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Perception**

##### **1. Definition of Perceptions**

Perception is the method by which we take in and comprehend data from the environment. Physical energy exists in the universe in a variety of degrees and forms, and one of the human reactions, perception, governs how information is received. Placing information or messages in the human brain has to do with perception. "Perception is a word that is directly tied to human psychology," claims Nurohman (2018). It has been defined in a number of ways, including as a conscious act of one's surroundings through physical sensations, which reveals the person's capacity for perception. Unumeri (2009: 18) asserts, however, that "perception is defined in line with one's thoughts and perspectives." What individuals believe in their minds is what is perceived. They was perceive something favourably if they think positively about it. Additionally, if they are thinking negatively, this was affect how they perceive things.

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## **2. Students' Perceptions**

The capacity of pupils to defend their own beliefs and distinguish them from the research being discussed in class might be seen as a measure of their perceptions (McGoldrick and Caffrey, 2009:2). Students' perceptions are particularly important in the realm of teaching and learning because instructors, lecturers, and teachers must take students' preferences into account before developing instructional materials and lessons. Along with beyond studies, gift stories, persona, and motive, perception is influenced by a number of other things. Perception, then, is a direct result of someone's ability to learn certain things by sensing. Since each person's perception was vary depending on their unique set of circumstances and set of skills, perception is inherently subjective.

In addition, even if it can be difficult for the lecturers, educators also need to take into account students' past knowledge. The method used by instructors to create test questions is the same. The objectives of the classes must be known by the instructors since they must ensure that students understand the material while evaluating their knowledge, which relates to the question of test validity. When teachers employ various strategies and techniques in the classroom, students have varying impressions.

## **3. Factors Influencing Perception**

Perception is a have many factors. According to Walgito (2003) in Nurohman, the perception is influenced by factors that have been classified below:

- 1) External elements, essentially the stimuli and characteristics that stand out in the area, are responsible for the objects that comprise a subtitle determination or unity. These factors include social and environmental influences.
- 2) Internal factors are factors related to the ability of self that comes from a relationship with facets, mental, intellectual, and bodily.

Setiyana (2012), mentions the perception influenced by functional and structural factors.

- 1) Functional factors or personal factors are factors relating to the individual's understanding of the impact of the stimuli generated, or can be referred to as the benefits of stimuli generated.
- 2) Structural factors or situational factors are external factors that affect an individual's understands of the existing stimuli.

## **B. YouTube**

### **1. Definitions of YouTube**

Jawed Karim, Chad Hurley, and Steve Chen founded YouTube in 2005. This website allows users to submit, view, and distribute videos. As an open learning resource, YouTube allows users to contribute their own educational films. Before submitting a video (or videos), you must comply with all YouTube terms and regulations regarding the content of the video(s) (Ildi Kurniawan).

According to Duffy (2008, p. 124), educators are using YouTube as a pedagogical resource for anything from noteworthy events from across the world to "slice-of-life" videos used to educate students in an ESL (English as a Second Language) course. Introverted kids are able to exist in virtual worlds through their YouTube channel.

The submitted videos might be student-created and -managed videos. They are free to distribute your videos anywhere they choose, with or without an audience. Therefore, it is an excellent venue for shy pupils to attempt speaking English. Possibly, speaking in front of a large group of students can be challenging for them; this video posting activity can be a substitute activity for teachers to encourage their pupils to speak English freely without any external pressure. Another potential benefit of YouTube channel activities in speaking class is motivating students to make high-quality videos in English. As 11-year-olds, kids are likely aware that in order to create a successful speech, they must prepare certain parts or skills, like vocabulary, grammar, pronunciation, and fluency. As excellent

students, they work diligently to improve these parts of speech and be motivated to find new terms for their next films. The disparities in feedback or remarks among students might also motivate them to make English videos in which they speak significantly better than previously.

## **2. Advantage and Disadvantages of speaking study by YouTube video**

### **a. Advantage YouTube**

Have some advantages for teaching and learning purposes. According to Jalaluddin (2016), those advantages are as follows.

- 1) YouTube has the benefit in the field of education of facilitating the provision of instructional and learning videos for students to acquire new information from any perspective.
- 2) Students can visit this site at any time, from any location, and without charge or restriction.
- 3) YouTube provides everyone Learners, particularly those who are unable to attend school, the opportunity to acquire further information.
- 4) YouTube enables all Learners, especially those unable to attend school, with the option to gain further knowledge.
- 5) YouTube is a massive classroom for teaching and learning that allows us to save time and money.
- 6) YouTube has become the most significant source of research that is simplest to detect via videos.
- 7) YouTube is a destination for all forms of entertainment.
- 8) YouTube videos are very useful material that may be accessed both within and outside of the classroom. This is due to the fact that YouTube video is an online-based video that can be accessed anywhere within the range of 31 internet connections. Therefore, it enhances the adaptability of learning and allows the instructor to assign pupils to watch additional relevant videos outside of class.
- 9) YouTube videos provide exposure to actual English and provide authentic instances of people's ordinary English speech. It aids the pupils

in gaining access to the English spoken by native speakers. Furthermore, using actual content was increase students' confidence in dealing with real-world circumstances.

- 10) YouTube videos facilitate a more independent and student-centered learning approach. Students was be actively engaged in their learning, with the function of the instructor being that of a facilitator. Moreover, the adoption of YouTube login allows pupils the opportunity to acquire information on their own without being spoon-fed by their teachers. Additionally, a film that blends images and sound makes it simpler for children to identify an abstract notion.
- 11) Using YouTube videos in the classroom generates a highly engaging environment for language learning by attracting students' attention in a major way. Because it demonstrates how individuals use the target language they are learning, they think it's interesting and good to watch.
- 12) The use of YouTube videos enables students to remark on any internet video they see. Consequently, it contributes to the development of students' additional language abilities.
- 13) YouTube is simple to use and simple to share. Sharing a vast quantity of instructional movies is simple and may be done in an exciting and engaging manner. Not only can we upload movies, but we can also include interactive elements such as polling and wall posts. This does not need any specialized training or technological expertise. We can easily create engaging videos such as music, videos, and animation.
- 14) YouTube is one of the finest methods to interact with people across the globe and share their ideas, films, and other stuff that may quickly reach large numbers of people. YouTube is the second-most visited social website after Google, making it easy for individuals who want to communicate with a large audience to do so on this platform. It also reaches distant places and facilitates the sharing of any material.

### **a) Disadvantages**

There are several disadvantages of learning speaking by YouTube videos. According to Jalaluddin (2016) those disadvantages as follows.

- 1) Students might confront the difficulties in comprehending the language of videos.
- 2) The students may be confused by the amount of vocabulary used in the films.
- 3) There may be privacy infringement concerns.
- 4) There may be some copyright issues.
- 5) Occasionally, indecent videos are posted without warnings.
- 6) No control on comments
- 7) No control over-consuming it.
- 8) On occasion, students may encounter objectionable or improper information when searching for sources.

## **C. Speaking**

### **1. Definition of Speaking**

Speaking is one of the linguistic abilities that allows a person to express his thoughts, feelings, or facts in spoken form. In addition, Speaking is one of the productive skills, which is the ability to use language orally through sound to present information, produce ideas, and express meaning in order to interact with another member of the community. Speaking is comprised of numerous components, such as pronunciation, listening, and grammar skills in both verbal and non-verbal contexts (Wahyudi, 2013, p. 4). It is a difficult language skill since one must consider thoughts or facts before speaking in order for communication to flow properly. In conclusion, speaking is a kind of productive ability since it generates ideas, messages, and suggestions. Speaking is one of the English language skills that are taught at all educational levels. It is often taught from the elementary level through college. To be able to talk, one must be able to articulate his or her thoughts and emotions effectively. By comprehending this, there was be no

miscommunication between speakers and listeners. According to Brown in Aslitha (2012, p. 21), speaking is an interactive process of meaning construction including information production, reception, and processing.

## **2. Function of Speaking**

Speaking is the most crucial ability in English (Brown and Richard, 2008, p. 21). Also, distinguish between two fundamental language functions. These include the transactional function, which is mainly concerned with the delivery of information, and the interactional function, in which the objective of speech is to maintain social relationships. The contrast between monologue and conversation is another fundamental distinction when studying the development of speech capacity. Interacting with one person and other speakers for transactional and intersectional purposes demonstrates their ability to give an uninterrupted oral presentation. While all native speakers can and do use language interaction, not all native speakers have the ability to speak extemporaneously on a given topic to a group of listeners. Moreover, (Richard, 2008, p. 22) shows that the majority of language instruction focuses on improving skills in brief intersectional exchanges in which the learner is asked to produce just one or two utterances at a time. By gate in Sapri (2014, p. 5) differentiates "between motor-perceptive skill, which is concerned with the right use of the sound and structures of language, and interactional skill, which incorporates motor perceptual competence for the sake of communication" 13 motor perceptive skills are cultivated in the language classroom via activities like as model conversations, pattern practice, oral drills, etc. Until very recently, it was believed that mastery of motor perceptive skills was all that was required for effective communication.

## **3. The Components of Speaking**

There are several components that should be considered in speaking which is explained below. There are five components of speech to be

assessed; pronunciation, grammar, vocabulary, fluency, comprehension as Brown (2004) has stated.

#### 1) Vocabulary

A language's vocabulary is the total amount of words it contains. It is defined as the foreign language terms. Words are seen as the building blocks upon which second language knowledge may be constructed. Vocabulary is the most significant feature of learning a foreign language, as well as a crucial component of professional speech.

#### 2) Grammar

Grammar is one of the components of language. Students must comprehend it in order to be able to speak English. By utilizing proper grammar, the listener was understand when the action occurs, where the action occurs, who the audience is, who the speaker is, etc. However, novices are not required to talk with accurate grammar. Using proper grammar enables one to comprehend the true meaning of a statement.

#### 3) Fluency and Accuracy

Fluency is the amount to which a pupil employs a language without hesitation or awkward pauses, false beginnings, word searchers, etc. Accuracy is the amount to which students' speech corresponds to what native speakers really say in the target language. Teachers should pay attention to inaccuracies since pupils prefer to replicate what the instructor says.

#### 4) Pronunciation

Pronunciation is crucial for communication because sounds convey meaning. Brown then said that pronunciation was essential to achieving complete communicative competence. Pronunciation is the manner in which a language or a specific term is uttered, and it is the manner in which a person pronounces a word.

#### 5) Comprehension

Understanding is defined as the capacity to comprehend. Something as a result of a reasonable understanding of the subject or as



the knowledge of what a situation is like in reality. Based on the preceding description, the researcher may conclude that these five components of speaking was function optimally if both students and the researcher participate in the English teaching learning process in the most effective manner. It indicates that in order to comprehend, speakers and listeners must comprehend the speaker's intended meaning when he or she says something.

When conveying their thoughts, students should be mindful of their grammar. In addition, they must use the proper terminology to express the message they want to convey. Based on the explanation above, it can be concluded that students' speaking ability can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. Students should pay attention to their grammar in expressing their ideas. Also, they have to choose correct vocabulary to describe what they want to deliver

#### **4. The Basic Types of Speaking**

Speaking skill also have some basic types. According to Brown (2004:141) the basic types of speaking divided into five :

- 1) Imitative. At one extreme of the spectrum of speaking performance styles is the capacity to merely repeat (imitate) a word, phrase, or sentence.
- 2) Intensive a second sort of speaking widely deployed in assessment situations is the creation of brief lengths of oral language aimed to show competence in a small range of grammatical, phrasal, lexical, or phonological links (such as prosodic element intonations, stress, rhythm, juncture).
- 3) Responsive assessment activities involve interaction and test understanding, although at the fairly restricted level of a very brief discussion, conventional greetings and small chat, straightforward requests and remarks, etc.

- 4) The distinction between responsive and interactive speaking lies in the duration and complexity of the engagement, which often involves many exchanges and/or multiple participants.
- 5) Extensive (monologue) Extensive oral production activities include speeches, public presentations, and story-telling, during which spoken participation from listeners is either severely restricted (possibly to nonverbal answers) or eliminated.

#### **D. Previous Relevant Studies**

To avoid plagiarism from previous research, there are some source that have been conducted related to this research as follows in this study, the researcher found five previous studies related to Students' Perception of the use of YouTube as a Learning Media to Improve their Speaking Skill. the following is a further explanation of the previous study.

1. First, the research conducted by Putu Enik Kristiani and Diah Ayu Manik Pradnyadewi (2021) entitled " The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills " In language learning, speaking becomes the evidence of students' competence of the language that is learnt. However, students' speaking ability can be inhibited by several problems that are faced such as lack of confidence, lack of vocabulary and grammar, and inappropriate teaching strategy. In this era, the developments of information and technology (IT) can be the solution of those problems. The development of technology seems to have many positive effects on education. Technology provides a variety of learning media that is fun for students. One of the technological developments that can be used as learning media is YouTube. YouTube provides various types of videos related to learning. In learning English, EFL learners can find various types of videos that can help the learning process. Therefore, YouTube can help learners to improve their language skill, especially their speaking skills. The aim of this paper is to explain the effectiveness of using YouTube as learning media in improving learner's speaking skills.
2. Second , the research conducted by Geminastiti Sakkira , Syarifuddin Dollahb, Jamaluddin Ahmad (2020) entitled "Students' Perceptions toward Using YouTube in EFL Classrooms" YouTube videos must be used in EFL classrooms in order to meet the educational demands of the younger

generation. Despite the fact that textbooks have been the norm for centuries, the rapid development of technology has led to an increase in the use of YouTube videos in teaching and learning. Few research have been undertaken on students' perspectives of using YouTube to learn English. The purpose of this study was to explore students' impressions of YouTube's usage in the English-learning process at the English Education Department of the University of Negeri Makassar in Indonesia. Using a questionnaire to obtain background information on participants and a five-point Likers scale to measure students' perceptions of YouTube in the EFL classroom, data were collected. According to this study's findings, the majority of EFL students viewed YouTube favorably and were eager to utilize it in the classroom. Additionally, it was observed that students used YouTube to fulfill their course assignments and study chores. Therefore, it can be stated that students preferred using English YouTube videos to improve their English language competence.

3. Three the research conducted Diki Riswand (2019) entitled "Use of YouTube-Based Videos to Improve Students' Speaking Skill" This research intends to (1) describe the degree to which YouTube films may increase students' speaking ability and (2) describe the teaching and learning process when YouTube videos are used in the classroom. The focus of the research is seventh-grade pupils from one of Surakarta's Junior High Schools. The investigation was done utilizing classroom action research methodology. In addition, the data were acquired through speaking evaluation and interview. The result indicated that the kids' speaking ability had improved. The improvement extends to the pupils' fluency, vocabulary, pronunciation, grammar, and content. The essay concludes with a discussion of study findings and teaching and learning activities that might help students enhance their speaking ability.
4. Fourth, the research conducted by Tubagus Zam Zam Al Arif (2019) entitle "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students" This research seeks to investigate the

usage of social media in English language learning by Jambi University's English Study Program students. This exploratory research investigated the use of social media for English language acquisition. The researcher collected data using a survey and a semi-structured interview. Sixty-seven students responded to the questionnaire, and ten individuals who responded to the questionnaire were randomly chosen for an interview. Quantitative data from the questionnaire were examined using basic statistical methods, while interview data were evaluated using phenomenological case analysis mixed with theme coding. Students use a variety of social media platforms, including Instagram and Facebook, according to the research. As a result, students spent more time utilizing social media for general reasons than for English study. Nevertheless, they had favorable opinions regarding the use of social media in English language acquisition. Students believe that social media has a significant impact on their English language development. In addition, it encourages students to utilize social media to enhance their English language abilities. In addition, Instagram is the social media platform that university students in the English Study Program at Jambi University use the most to study English, and they often utilize social media to learn English at home.

5. Fifth, the research conducted by Luluh Abdullah Alkathiri (2019) entitled "Students' Perspectives towards Using YouTube in Improving EFL Learners' Motivation to Speak" It is advantageous for educators to utilize modeling tactics to help English language learners (ELLs) enhance their comprehension of word diction and the motions required to produce English sounds with their lips and tongues. This research aims to evaluate if YouTube, as a source of media that may model language practice in an entertaining way, can be utilized to assist ELLs in improving their word pronunciation abilities. A questionnaire was sent to students in order to analyze their opinions regarding utilizing YouTube to enhance their desire to speak and practice English in class. The findings revealed that using YouTube in the English language classroom is an engaging strategy that

stimulates students to engage in class. Additionally, participation in English speaking courses through YouTube videos enhanced students' confidence in their English-speaking skills. Therefore, it is fair for educators to continue using YouTube and other video media in the ELL classroom, since it encourages students to acquire and practice their speaking abilities aloud with confidence, helping them to reach their language attainment objective.

### **E. Operational Concept**

According to Syafi'i (2016), the operational concept is derived from related theoretical concepts on all of the variables that should be practically 20 operated in a research. Thus, the researcher only focuses on one variable; it is the students' perceptions of the use a YouTube channel for an academic speaking skill course. To operate the investigation on the variables, the researcher worked based on the following indicators as cited from Eugene Tafadzwa Maziriri, et al (2020) and Seher Balbay & Selcan Kilis (2017).

1. positive idea about using YouTube
2. students are able to speak, pronounce can be enhanced by using YouTube; inside and outside the classroom
3. interested in learning English by using YouTube
4. YouTube has proven to be very effective.