CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents some of the theories relate to find out the student perception of using YouTube as a learning media Public Speaking Class.

A. Perception

a. Definition of Perception

Perception is using the five senses, perception is a complex process of observation that involves taking in and processing environmental information. A person's interpretation, response, or response is a manifestation of their perception. beliefs and expectations regarding the application of the Internet to learning.

The process of shaping our senses to add value to the world is called perception. From a psychological, philosophical, and cognitive science perspective, perception can be seen as a process that leads to knowledge or understanding of sensory data. Later, the researcher came to the conclusion that perception is the process by which a person sorts and interprets stimuli to obtain a true understanding of the world.

According to Saks & Johns (2011) Perception is the process by which individuals organize and give meaning to the stimuli or information received through the senses. This process is influenced by internal and external factors, including past experiences, values, attitudes, motivation, and the physical environment surrounding them. In social and psychological contexts, perception refers to how individuals interpret and understand the

world around them, including people, situations, and events. Accurate and effective perception can help individuals understand their environment and make informed decisions, while inaccurate perception can lead to misunderstandings, conflicts, or uncertainty.

Perception is the process by which people acquire and experience imagination through their sensory receptors in their surroundings. As a result, an individual's interpretation will depend on how they view sensory input.

It is clear that every one of teachers' and students' perceptions require an acceptance process and the interpretation of what they perceive after receiving it through a sensory device. The brain then responds to an object by describing it in line with the person's capacity to draw conclusions in response to the object.

b. **Components of Perception**

In essence, perception consists of three elements or dimensions, namely emotive, conative, and cognitive elements. These three elements interact with one another to help one comprehend, experience, and act toward the subject of attitude. One's attitude toward an object of attitude is the embodiment of one's attitude toward that thing.

According to Walgito in (Marbun, 2019: 24), attitudes are made up of three components that make up perception, namely:

1. Cognitive component, which is a component related to knowledge, views, beliefs, that is, things related to how people perceive the object of attitude.

2. Affective component, that is, the component related to pleasure or displeasure towards the object of attitude. Pleasure is a positive thing, while displeasure is a negative thing.

3. Conative component, that is, the component that deals with the tendency to act towards the object of attitude. This component indicates the intensity of the attitude towards the tendency to act or behave a person towards the object of attitude.

c. Types of Perceptions

1) Positive

The generalization of good or negative values that takes place in the social context limits positive or negative perceptions. Though there is a limit to evaluating one's perception in order to prevent judging something positively and contrary to it, perception will always have a value of goodness. Positive perception, as defined by Robbins and Judge (2015), is the perception that results in a person's view of good or positive things in a scenario.

2) Negative

A reliable indicator of whether something is visible around us or not is negative perception. If understood in the context of this topic, it indicates whether or not the Google form contributes appropriately to the media learning process. Negative perception, according to Robbins and Judge (2015), is the perception that results in a person's sense of poor or negative aspects in a circumstance. However, we need to be aware that not everyone who made judgments will contribute poorly in any case.

3) Neutral

As the nature of neutral perception is to assume the generality of an event captured by the sense of vision, neutral perception is an individual's assumption about something seen; it comprises ordinary value without assigning a good or terrible thing (Mendez, H.E, 2012). When the effects of the good and negative are equal, neutrality arises. According to Azmina, B. et al. (2017), a neutral influence does not mean that the person is not affected at all. However, the person truly does not have a unique relationship with the other party; instead, we frequently refer to it as indifferent, nothing exceptional, and the absence of uneven value. In contrast, perception that is natural is one that is based on unbiased observation without any positive or negative judgment, according to Robbins and Judge (2015).

d. The Factor of Perception

1) Internal

Perception develops naturally or is sometimes referred to as an internal factor; this factor is brought on by a person's personality not matching when it results in positive perception, therefore it simply occurs when they reject what they desire. However, a constructive viewpoint will emerge when the stimuli discovered match the individual's nature. Lewis (2001) claims that a person's motivation, attitude, experience, and expectations are some of the perception components that come from their internals, along with perceptions of their gender, cultural background, physiology, and interests.

2) External

One source of one's view is external variables, which can be influenced by social contexts like families, communities, and friends from school. There may be ideas or forces that lead to this view.

B. YouTube

1. Definition of YouTube

As one of the biggest and most popular platforms in the world of YouTube Of course, it has advantages compared to other social media platforms others include, being able to watch videos even if they are not registered and users those who are already registered can upload their videos to YouTube, to make own content, can download videos through the help of sites like www.savefrom.net by placing the video link you want to download to the site, there's a lot of variety of videos, good resolution videos, viewing tutorials, music etc., promoting goods (Akbar, 2018:32).

Youtube is one of the many media used in the learning process. Youtube is also one of the sites visited by many humans in the world and lasts until now. Youtube views are website-based which can be used to share, upload, and watch with a view in the form of Videos. in Baskoro's opinion (Hayes, 2018:3) he said that youtub is a site in the form of videos with various kinds of information provided in the form of'moving images'. or able to conclude that youtube is a tool that is often used for the presentation of learning materials, as well as for differences in the form of images with sound.

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2. Advantages of YouTube

YouTube offers a plethora of features that make it an excellent teaching tool. As a free resource, it provides significant cost savings for educational institutions. Additionally, it facilitates English language learning both inside and outside the classroom, allowing students to immerse themselves in various English cultures and accents. The effectiveness of YouTube videos in learning stems from their inherent interest factor for students. However, the primary advantages of utilizing YouTube as an educational tool lie in its authenticity and ability to motivate students.

Moreover, YouTube offers a range of other benefits, including capturing students' attention, improving their focus and concentration, providing access to otherwise hard-to-observe experiences, generating interest in subjects, fostering positive attitudes towards content, establishing a connection between teachers and students, promoting creativity, encouraging collaboration, motivating students, and making the learning process enjoyable. It also helps alleviate anxiety related to challenging topics and enhances students' understanding of the material (Maziriri & Parson, 2020).

YouTube is a useful and effective platform for teaching and assignments. It can be accessed by students both at school and at home, making it convenient for studying. Furthermore, students have the option to replay videos if they struggle to grasp a particular topic. Consequently, YouTube positively influences student engagement in terms of behavior, emotions, and cognition.

3. Dimension of YouTube

The perception of students regarding the use of YouTube for learning speaking skills can be analyzed through two dimensions: the Technology Acceptance Model and learner autonomy (Shamsuddin, 2015). Each dimension consists of sub-dimensions.

The first dimension, the Technology Acceptance Model, measures the level of acceptance of a system, in this case, YouTube. It encompasses two sub-dimensions: perceived usefulness, which reflects the extent to which students believe that YouTube can enhance their speaking skills, and perceived ease of use, which assesses the ease with which YouTube can be used for learning speaking skills (Davis, Bagozzi, & Warshaw, 1989).

The second dimension is learner autonomy, which refers to students' ability to take responsibility for their learning decisions. This dimension comprises several sub-dimensions, including confidence, freedom of choice and control, and motivation. These sub-dimensions explore the extent to which YouTube can motivate students to learn and improve their English speaking skills (Littlewood in Shamsuddin, 2015).

By examining these dimensions and sub-dimensions, researcher can gain insights into how students perceive and evaluate the use of YouTube as a tool for learning speaking skills.

C. The Implementation of YouTube

According to Cakir (2006), there are various techniques for implementing YouTube in the classroom. The first is Active Viewing. This technique is students watch a video and focus on specific details or language

features using viewing guides. This technique enhances comprehension and engagement by directing students' attention to the main ideas of the video.

Prediction and Freeze Framing is the second method. The instructor stops the film to examine the facial expressions, body language, emotions, and responses of the characters. Based on the frozen scenario, the students then make assumptions and forecast what will happen next.

Silent Viewing is the third method. Since there is no sound during the film, students can analyze the characters' actions and draw conclusions. Periodically pausing the film, the instructor asks the class to speculate as to what might be happening and what the characters might be saying.

And then Sound On and Vision Off Activity, this technique is a section of the video is played with the visual element obscured, so students can only hear the dialogue. They predict or reconstruct the visual elements based on what they hear.

The fifth technique is Repetition and Role-Play. After understanding the video, students act out the scene, using as much of the original dialogue as possible. This activity helps students practice speaking English and apply what they have learned.

The sixth technique is Reproduction Activity. Students describe or retell what is happening in the video after watching it. This activity encourages them to practice and apply their language knowledge.

Next technique is Dubbing Activity, Students with sufficient language competence fill in missing dialogues in a sound-off video episode. They enjoy completing scenes by dubbing the dialogue.

Last technique is Follow-up Activity after watching the video, students engage in group discussions about the content. This activity encourages them to express their opinions and develop sharing and cooperative skills.

These techniques leverage the use of YouTube to enhance student engagement, comprehension, and language skills in the classroom.

D. Public Speaking

a. Definition of Public Speaking

Public speaking skills refer to the communication practice of speakers sharing ideas with audiences mainly through speech (Slagell, 2009: 194). Public speaking is a technique to convey our ideas or ideas to someone so that they understand what we convey or can change the ideas or views of others.

Speaking is defined as delivering a phrase or word to another person and can also be referred to as our speech, according to the Cambridge Advance Learners Dictionary (2008). Public, on the other the same direction, refers to crowds or general and is not restricted to certain persons or groups. Achieves that public speaking is the process of speaking to some or many people with the aim of informing, motivating, persuading, educating or entertaining the listener.

Based from the definition given above, the author can deduce that public speaking is a method of conversing or interacting with an audience with the aim of conveying concepts or knowledge, inspiring, motivating, instructing, and amusing the audience.

b. Type of Public Speaking

According to Kudooski (2013) in http://jameskudooski.hubpages.com/hub/types-ofpublic-speaking, public speaking is divided into two categories, first Basic Types of Public Speaking: Informative Public Speaking, Persuasive Public Speaking, Ceremonial Public Speaking, Demonstrative Public Speaking, Motivational Public Speaking, Extemporaneous or Impromptu Public Speaking and second, other types of Public Speaking: Debate, Broadcasting.

1. The Basic Type of Public Speaking

    1.1. Informative Public Speaking

speaking in front of a crowd or public with the intention of conveying an iformative message intended to inform the audience. The speaker conveys new knowledge to the listener. The speaker simply conveys valuable information to them. This type of public speaking is commonly used at business seminars, technological and scientific conferences, school presentations etc. They most often include facts and statistics and follow a preliminary-body conclusion structure.

    1.2. Persuasive Public Speaking

Persuasive speech has the aim of convincing the audience with a point of view and agreeing with the views expressed by the speaker. To be successful, the speaker must be able to appeal to the listener's emotions and move them to accept the speaker's views on

the matter. This type is usually used for sales marketing, politician debates and religious sermons.

1.3. Ceremonial Public Speaking

Speeches made during ceremonies marking significant events. including speeches given at weddings, graduations, funerals, and birthday celebrations. Depending on the situation, ceremonial speeches can be lighthearted or serious. Put differently, it needs to be adjusted to suit the current opportunity.

1.4. Demonstrative Public Speaking

These public speaking styles use demonstrations to make their points. They frequently employ visual aids to demonstrate specific procedures. These are primarily utilized in sales presentations and workshops.

1.5. Motivational Public Speaking

Motivating public speaking involves using stories, funny short stories, illustrations, and real-life experiences in daily lives to captivate your listeners, inspire them, and lift their spirits. Speaking in public like this is usually intended to increase the will power of the audience. To raise their spirits, ignite their resolve and finally move them to action. They are mostly used in self improvement seminars.

1.6. Extemporaneous or Impromptu Public Speaking

This type of public speaking is a speech given without preparation. This type of speech was never planned by the speaker but circumstances demanded the speaker who wanted to deliver it.

2. **The Other of Type Public Speaking**

2.1. Debate

Debating is a combination of persuasive speech and extemporaneous speech. Its main purpose is to persuade the audience to agree with a certain point of view. Additionally, short extemporaneous speeches are added at intervals to further reinforce the speaker's point or capture the other person's argument.

2.2. Broadcasting

This type of public speaking The type used by speakers can be informative, persuasive, motivating or even demonstrative. Its type involves the use of media such as television, radio, internet, newspapers and magazines.

c. **The Structure of Public Speaking**

According to Pfeiffer (2002:59) describes the ABC Format, a three-part structure that provides listeners with a framework for capturing information (Abstract, Body, Conclusion format). Speech, presentation, and other public speaking activities are broken down into three sections. Each component has a specific purpose. The speaker begins the speech or presentation with an introduction. The primary focus of a speech or presentation is the body. The speech or presentation is summarized in the conclusion.
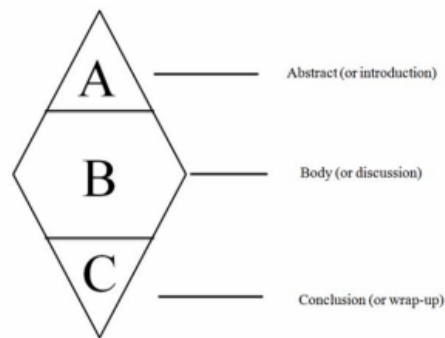
Picture. 2.1

ABC format According Pfeiffer

Picture 2.1 Pfeiffer states that the ABC Format's first shape is a diamond (2002:60). A represents abstract or introduction, B represents body or discussion, and C represents wrap-up or conclusion. Furthermore, according to Lucas (2009:166), mastering the three fundamental components of a speech—the introduction, the body, and the conclusion—as well as their respective strategic roles, is the first step in building a good sense of speech structure.

d. **The Body Strategies in Public Speaking**

Pfeiffer (2002:68–70) identifies five bodily tactics that are employed in public speaking, such as speech. These are:

1. **Using Three to Five Main Sections**

Speakers should classify their primary ideas into a few distinct areas. In order for the listeners or audience to concentrate and retain the information from the speech's body, it can be helpful.

2. **Choosing the Most Appropriate Pattern**

Each speech needs the speaker to select an arrangement for the body of the speech that best fits that specific speech. The general patterns listed below can be applied to any speech: Key words: question/answer, cause/effect, problem/solution, order of occurrences, significant topics, and object parts.

3. **Using a Mini-ABC Format in Each Main Section**

The ABC structure aids in both the overall organization of the speech and also the speaker's ability to convey a feeling of order in each of the major portions. Consider each portion as a distinct unit that, when combined, becomes a speech in its entirety. These mini-ABC units could each perform the following:

3.1. Abstract : Stating the main supporting question or statement briefly.

3.2. Body : Giving detailed support

3.3. Conclusion : Summarizing the point before moving on the next one.

4. **Using Many Transitional Devices**

Transitional tools can aid in ensuring an organizational strategy flows effectively. The objective of the transitions is to bring the speech as a whole together as a coherent unit and to regain the listeners' attention who were not paying attention to the preceding explanation. A few transitional strategies are as follows:

4.1. Words that indicate sequence (first, second, third….)

4.2. Words indicate contrast (however, on the other hand)

4.3. Pauses between major supporting points

4.4. Distinct gesture at points of transition

5. Following Every Abstraction Specific Examples

Good speeches always depend on effective use of vivid and concrete information to support abstract points, for example, anecdotes, stories, analogies, and illustrations drive home speaker points better than any other device. Such details keep listeners involve and help them recollect what speaker said.

E. Previous Study

Previous study or relevant research are the results obtained from searches that have been carried out before this research. Relevant research aims to support and become the basis for research to be carried out.

First, Balbay & Kilis have ever researched Students' Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course. It shows that the participants of this research were 70 volunteering students who taking the compulsory Academic Speaking Skills course offered to students from varying disciplines in Middle East Technical University. The perception of the participant who uses youtube experience represents 84%. Students' perception from the students is youtube can be used easily and it can be accessed every time and everywhere. Students' perception of the learning outcome of using youtube was in a good category. Therefore, the developed YouTube program is effective to support the learning of the students (Balbay & Kilis, 2017).

It is added the impact of using youtube by Kelsen at the study. They have researched Teaching EFL to the Generation: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan. The number of participants who completed the research is 69 students in Taiwan. The results show that from questionnaires given on the first and last days of the class show that, generally speaking, students found the experience of using YouTube to be interesting, relevant, beneficial and somewhat motivating in class. As a result, it maybe suggested that both teachers and students can be involved in creative ways to incorporate YouTube in a variety of classroom activities to improve learning out comes and provide a positive classroom environment (Kelsen, B. 2009).

Therefor, from the explanation above, it can be concluded that YouTube is essential medium for learners. Based on students' perception, YouTube is easy to use and can be accessed anytime and any where.