

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is needed after research problem has been identified. By reviewing the related literature, the researcher can relate the theory with the problem under investigation. This chapter is devoted to review some relevant theories underlying this study. This chapter discusses the theoretical framework. It covers perception, YouTube, and previous studies related to YouTube as medium in learning English.

2.1 Theory of Perception

2.1.1 Definition of Perception

There are many different definitions of perception. Tankard (2009) defines perception as a process of interpreting sensory data through our senses. Furthermore, Angell (2015) states that perception is the consciousness of particular material things present to sense. So, the perception can be defined as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something. In addition, Wang (2007) says that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets and searches internal cognitive information in the mind.

In other words, perception is people's opinion about something that they thought is true. It means that perception refers to someone's

senses or views toward a certain object. Perception is people's opinion about something that they thought is true and understands them.

2.1.2 Types of Perception

According to Irwanto (2002), after individuals interact with perceived objects, the perception results can be divided into two. First is positive perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts. Second is negative perception, which describes all knowledge and responses that are not in harmony with the perceived object.

It can be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

2.1.3 The Process of Perception

Perception is not happening directly. There are some psychological processes in influencing a perception. According to Qiong (2017), there are three stages of the perception process, as follows:

1) Selection

The first stage in the process of perception is selection, in this stage the environmental stimulus turns into a meaningful experience.

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs

to be organized in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured human beings. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and placing it in a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, which is the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

2.1.4 Factors Affecting Perception

According to Walgito (2004), there are several factors that influence perception, namely as follows:

a. Perceived object

The object gives rise to a stimulus that hits the sense organs or receptors. Most of the stimulus can come from outside the individual who perceives it or comes from within the individual concerned.

b. Sense organs, nerves, and nervous system centers

Sense or receptors are tools for receiving stimuli. The stimulus is transmitted by the sensory nerves to the central nervous system, namely the brain as the center of consciousness.

c. Attention

To realize or in making perceptions requires attention which is the main step as a preparation for making perceptions. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.

2.1.5 Aspects of Perception

According to Horton (2003), aspects of perception consist of attractiveness, perceived effectiveness, relevance, and perceived motivation. Attractiveness is one of aspect that can measure a person's perception. In perception, personality inferences about attractive targets by self-attraction most likely reflect different implicit theories that attractive and unattractive individuals have formed through observation and experience. Indeed, the influence of attractiveness on students' perceptions appears to be embedded in cognitive structures that are well studied and experienced.

According to Raheem (2005), perceived effectiveness is one of the perceptions aspects which supports the existence of students' perception-based experiences. Perceived effectiveness is those perceptions experienced by the people towards something. It is based on the effectiveness of the use of something to their needs

According to Balbay & Killis (2017), the relevance aspect and perceived motivation aspects are the aspects of perception. The relevance aspect is the relevance use of things to the needs. It obtained based on what someone observes, feels, experiences when a person relates a relationship between something and finds conformity to it. The relevance can be seen based on the accuracy and suitability of something. These are the basics of giving perception to something. Then perceived motivation is one of the aspects that can be felt to be the basis for giving positive perceptions. The motivation factor occurs when a person can feel an effective change in their own self, which is influenced by something. With this perceived motivation, the basis for positive perceptions will be stronger.

2.2 Youtube

2.2.1 Definition of YouTube

YouTube is a one of the internet services that contain of information around the world by using video. YouTube is a form of entertainment that acts out story with sound and a sequence of images giving the illusion of continuous motion. According to Prakoso (2009), YouTube is a web sharing videos where people can share the video with other people around the world. So, YouTube is one of media in teaching language. It is very useful because it can make students more interested in learning. Sometimes, the students feel bored with the situation in English class, so the students need an entertainment and YouTube is one of the suitable media in modern era with apply ICT

(Information Communication and Technology).

YouTube is the biggest and popular site of online video in the world especially internet. YouTube has the potential to be used as a medium for learning English. The purpose of using YouTube as a medium for learning English is to create learning conditions and environments that are interesting, fun, and interactive. Learning videos on YouTube can be used as an interactive learning in the classroom and for students themselves through online or offline presentation. The use of YouTube as a medium of learning English can be used at any time without being restricted if space and time with the computer or presentation media requirements connected to the internet. Therefore, students are expected to maximize YouTube as learning as much as possible.

2.2.2 YouTube Video in Education

The use of videos has become so rampant that they are even available through mobile devices. The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio & Buckley, 2009).

YouTube is also used as a supplementary material with EFL students in Taiwan. Kelsen (2009) conducted a survey on 69 sophomore students and found that they rated the use of YouTube to study English

favorably with regard to it being interesting, relevant, and beneficial. The results showed that the YouTube tutorial methodology had a significant positive effect on perceived student learning (Fralinger & Owens, 2009). It is evident that YouTube videos brought about positive effects on teaching and learning.

In this research, the use of YouTube is very needed by the teacher in delivering the material, this is intended to make it easier for students to understand the material during online learning. Before teaching and learning activities, the teacher distributed YouTube links about the material that will be taught to students through e-learning according to the subjects matter, namely about the Present Continuous tense on basic competence 3.8 and also Recount Text on basic Competence 3.11. the detailed links of YouTube used in learning can be seen in Appendix 3.

2.2.3 The Advantages of YouTube Video

YouTube video has several advantages for teaching and learning purposes. According to Jalaluddin (2016) those advantages are as follow.

- a. YouTube videos are very useful media that can be accessed outside and inside the classroom. That because YouTube video is an online-based video that can be accessed everywhere within the internet connection area. So, it offers learning flexibility and allows the teacher to assign the students to explore more related videos outside of the classroom.
- b. YouTube videos provide exposure to authentic English and offers

authentic examples of everyday English spoken by the people. This allows the students to have access toward English which are spoken by the native speakers. In addition, the use of authentic material will make the students become more confident in dealing with real life situation.

- c. Using YouTube videos promote a a more autonomous and student-centered learning style.. The students will be actively involved in their learning and the role of the teacher as a facilitator. In addition, the easiness of accessing various videos on YouTube provide the opportunity for students to discover their own knowledge without being spoon-fed by their teacher. In addition, video that combines both pictures and audio make it easier for the students to understand an abstract concept.
- d. Using YouTube video in the classroom really attracts students' attentions, so it makes classroom very interactive for language learning. That's because they find video is interesting and challenging to watch as it shows them how people behave when using the target language they are learning.
- e. Using YouTube video allows the students can comment on any video especially if they play it online. Thus, it even contributes to the development of students' other language skills.

2.3 Previous Studies

In conducting this research, the researcher took several additional references from the previous researches that relate to this study.

There are some previous studies done by some researchers. The first related study was done by Sihatul Mardiyah (2020). This study aimed to find out the students' perception on the use of whatsapp application in teaching of English at eight grade students' of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjab Timur Jambi. The researcher collected the data from interview. The subject of this research was 30 students. Sampling in this study using purposive sampling, where the sampling technique is to take 15 students. Based on the result of the research, the researcher found that students' perception on the use of Whatsapp application in teaching of English that the students' who think that learning English through WhatsApp application does not give maximum results. Some students said it was difficult to understand the teaching material provided by the teacher. So WhatsApp application less able to help in the teaching and learning process of English lessons.

The second related study was done by Fida Sunisah (2019). The purpose of this research is to identify the students' perceptions of the use of YouTube videos for learning English at eleventh graders of SMKS Tunas Harapan Rimbo Bujang. The research used questionnaire as the data instrument to obtain the data. The questionnaire consisted of 21 item of closed-ended question. The participants of this study were eleventh-grade students of SMKS Tunas Harapan Rimbo Bujang. In collecting the data, the researcher used questionnaire that given to 33 students of SMKS Tunas Harapan Rimbo Bujang as the samples of this research. The finding showed that the students' perceived that the use of YouTube video for

learning English at the eleventh graders SMKS Tunas Harapan Rimbo Bujang has a high category, significantly has a good effect motivation students as well as accommodate interest, where this means good. This is gotten from the overall, the result of the students' attitude is 35%, motivation 33% and interest is 32%.

The third related study was done by Resi Khotori and Nina Suzanne (2020). This study aimed to analyzed students' perception on the video used by English teachers in teaching English at a public islamic school in Tanah Datar, West Sumatera. The participants of this study were eight grade students of MTsN 6 Tanah Datar. The researcher collected the data from questionnaire was administered to students by using Google Form. A total of 30 questionnaires were distributed to the participants. Data from the questionnaires was analyzed by using the SPSS version 22. The result showed that the students have Strongly Positive and positive perception on the video used by the teacher as instructional media in teaching English.

According to the previous study above, the researcher found that the study has a similarity which is to know students' perception on the use of YouTube as media for learning English. However, there are some differences among this study with the previous related research. The first difference is medium used by the teacher to teaching English. The previous studies used Whatsapp Application while this research used YouTube Application as medium to teaching and learning English. The second is the method. The previous studies used quantitative method to

conduct the research meanwhile this research use qualitative method as to explore more about students' perception on the use of YouTube in learning English during online learning. Hence, despite all the differences and similarities of the study, the researcher still uses all of the previous studies as a reference to guide her to do this research.