

CHAPTER II

REVIEW OF RELATED LITERATURE

The study conducts five main themes that will be addressed through analysis and research that will help in understanding the students' perception on the use of social media towards speaking skill. The seven main themes are: the concepts of perception, the concept of belief, the concepts of speaking skill, the concept of social media, the advantages and challenges of social media, social media on speaking and previous study.

2.1 The Concepts of Perception

2.1.1 Definition of Perception

Perception has some different definition, according to Belch (2004) perception as "the organization of sensory information into meaningful experiences". The different meaning also comes from Daniel (2011) Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment. Perception is not only the passive receipt of the signals, but it's also shaped by the recipient's learning, memory, expectation, and attention.

Sensory itself is a process that converts the level of information, it can be low-level information into higher-level information (e.g., Extracting shapes for object recognition). According to Szilagy and Wallace (1980), perception is a process by an individual attend to incoming stimuli, organize

and interpret such the stimuli toward a message in a suitable action or behavior.

The psychologists investigate the relationship between physical stimuli and sensory experience in purpose to study about the perception. And they found that Perception is a word that is forward to the human psychology, it has been defined in various ways and it was so closely related with the human physical sensation of an enviroment, which explain how the person understand towards it. In other hand, the opinion comes from experts, “the perception is defined in accordance with the opinions and views of someone” (Unumeri, 2009).

In conclusion, Perception is an Individual point of view that comes from biological process that concerns about the entry of messages or information through five senses, namely sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch. It is the filter of any input based on students’ belief.

2.1.2 Components of Perception

There are three components of perception based on (Mae, 2013). The first is The Perceiver. It is a person whose awareness is focused on the stimulus, and thus begins to perceive it. There are some factors that can influence the recipient's perception, the three main factors are motivational state, emotional state, and experience. The second component is The Target. It is the object of perception or something/someone who is being perceived.

The amount of information collected by the perceiving organs influences the interpretation and understanding of the target. The third component is The situation. The situation here means the environmental factors, time, and the level of stimulation that affect the perception process. These factors can make a single stimulus left only as a stimulus, not a perception subject to brain interpretation.

2.1.3 Types of Perception

According to Bjorklund (2000), The process of the stimulation or stimulus is obtained by the senses that sources the perception. The senses divided into some types. The first is Visual perception. Visual perception is acquired from the sense of vision. The second is Auditory perception. Auditory perception is acquired from the sense of hearing of the ear. The third is Touching perception. Perceptual perception is acquired from the tactile sense of the skin.

The fourth is Smell perception. The olfactory perception is acquired from the sense of smell of the nose. The fifth is Tasting perception Taste or taste perception is acquired from the sense of taste of the tongue. The last is Selective perception. Selective perception is to selectively interpret what someone sees based on one's interests, background, experience, and attitude.

2.1.4 Perception on Learning

Learning is a process by a human change in a positive value direction as a result of experience or practice under the influence of

environment, (Stern, 1987). The perception on learning always deal with belief and concept about knowledge which plays as a stimulus. Marton et al., (1993) stated that perception on learning deals with belief and concept. Another explanation comes from Biggs (1989) also stated that perception on learning deals with belief about the knowledge that is influence the students' approaches in learning.

2.2 The Concepts of Belief

2.2.1 Definition of Belief

Leder and Forgasz (2002) stated that in daily language use, the word “belief” is often deemed alike others word such as attitude, disposition, opinion, philosophy, and value. Because of that, many concepts are not observable and have to presumeit. It makes difficult to produce an appropriate definition of beliefs. Different researchers also assume the definition of belief with motivation and conception. Usually, the students give choice based on beliefs and their personal goals.

Therefore, there is a close connection between beliefs and choices. Rokeach (1972) said that belief is any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase “I believe that...”. Rejecting the McLeod (1989) idea to watch the person's affective domain as an aggregate of beliefs, attitudes and emotions, there can be found the ideas which claim that belief is only one part of attitude in different researches.

The emotions are one component of attitude, and beliefs with knowledge are seen as a cognitive component of attitude. As long as there are different people there will be dissimilar views about belief, attitude, emotions, meanings, mental images, concepts and so on. The definition does not play a major part in research, and thus every scientist will ascribe the importance of different aspects related to particular investigations.

It means that the definition is affected by the questions and the motive of the research. Hence one cannot say that some definition is wrong and the other is right, they can be considered to be more or less suitable. In Summary, belief is the root or foundation of the way human thinking, inferred from what they say or do, capable of being preceded by the phrase “I believe that..” and it is not filtered and it includes value that that human have.

2.2.2 The Systems of Belief

There are different types of beliefs based on the idea of belief system. Green (1971) points out that individual's beliefs are quasi-logically connected where the logic between the beliefs is defined individually. The human person's belief system is dynamic, changeable and when individuals evaluate and assess their experiences and beliefs, then they are restructuring their system continuously (Thompson, 1992). Based on observations, Green (1971) has pointed out three dimensions of belief system where he emphasises the relations between the beliefs in system.

Firstly, the structure of the belief system is quasi-logical. Some beliefs are primary and some derivative. Secondly, talks about central and peripheral beliefs in the system. Central beliefs are more important and held most strongly, whereas the peripheral ones can be changed more easily. In our view it is with experiences, practice and affirmation one's own beliefs become more central. Thirdly, uses the word "cluster". It means that beliefs are occurring in clusters, beliefs are not independent from each other.

2.3 The Concept of Speaking

2.3.1 Definition of Speaking

Chaney (1998) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. "Speaking is one of the most important aspects that is really needed for the purpose of communication" stated by Ngan (2013) as cited by Hape (2018). From the definitions above, speaking is a way for the speakers to utterance their point of view.

Speaking plays a crucial part in language teaching and learning. It means, speaking is the most important skills that should be learned by students for having communication with others. It should be mastered by the students in order to be a good communicator. In order that the listener catch what the speaker truly means. Speaker needs to consider some points indeed. As what was said by Brown (2000) "students are reasonably well

acquainted with the words, idiom, and phrases of colloquial language and that they get practice in producing these forms”.

In order to communicate with the sociality, students must choose how to interact in expressing themselves and forming social relationship through speak. In short speaking we use words and phrases in interactive process of constructing meaning of speaking. Teaching speaking has been undervalued and it is just in the last two decades that has gained its right to be an independent 4 branch of teaching (Hosseini, Nasri, & Afghari, 2017). From the definition, it can be inferred that speaking is expressing ideas, opinion or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain. It means that students have to speak if they want to show their point of view.

Namaziandost, Abdi Saray, & Rahimi Esfahani (2018) defined Speaking is a skill which deserves attention, the learners often need to be able to speak with confidence in order to carry out many of their most basic transactions (cited by Namaziandost (2019). In conclusion, speaking is a skill that is used most people in the world to judged and through which provide the opportunities in the life or it calls as a vehicle of social networking, social level, professional advancement and business part. Perhaps, the learning of speaking will be much useful for the next days.

2.3.2 The Components of Speaking Skill

Harris (1969) stated there are five components are commonly recognized in analyses of the speech process as cited by Rubiyati (2012),

The first is “Pronunciation”. Pronunciation does not mean as an authority in the sounds or isolated words. It means as a learning and practicing language, especially in English way for purpose making the listener understand well through the conversation defined by Gilbert (2008) Pronunciation is the way for speakers to produce the clearly words in speaking. Pronunciation includes of rhythm, intonation and phrasing, the others supporting aspects are body language, gesture and eye contact.

The second is “Grammar”. Greenbaum and Nelson (2002) stated that grammar refers to the set of rules that allow us to combine words in our language into larger units. In conclude, grammar is need for the speaker to arrange correct sentences among the conversation either written conversation or oral. It can be the explained tools for the listener and speaker when doing conversation to synchronize the ideal knowledge and understanding of language between the speaker and listener.

The third is “Vocabulary”. Vocabulary as the basic things we should mastery in learning English. It is also an important aspect in speaking. Moreover, vocabulary is a set of lexemes including single words, compound words and idioms by Ricards & Schmidt (2002). By mastering the vocabulary, the speaker will be more easily to express the idea, opinion or feeling. It can be stated as the one key for you to success in learning English is vocabulary.

The fourth is “Fluency”. In teaching and learning process, teacher usually wants to know how far the students can catch the material

explained by teacher by ask them to represented the knowledge they had understood. Here teacher can check the students' fluency by analyze the ability to speak communicatively, and accurately. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008) this is also the supporting aspect in speaking.

The last is "Comprehension". It refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risk (Cohen, 2005). It can be defined as how the speakers understanding about what are they saying in order to avoid the listener's miss understanding in catching the information.

From all components above, they will make the listener understood with the speech produced by speaker in the communication. It is not enough if learners just learn about words and phrases only, they should practice it in their daily conversation too. Students need more practicing to express their meaning. To be a good speaker, students should have a good pronunciation, grammatically knowledge, vocabularies mastery, comprehension meaning and fluency. Because they are needed in the building of speech.

2.3.3 Students' Speaking Problem

Many studies have found the implementation of speaking has been ignored in the classroom, most of the time is teacher which did oral language in the classroom than by students oral language, even as used by

the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas (Abram & Pearlman, 2010). There are some commonly students' problems when they are speaking. To develop the students' knowledge and deal with students' speaking problems, first we need to know why the problems are happens and how it can be a backstop for students in practicing speaking.

The first is inhibition. One of the main problems is when students try to speaks in the classroom and they getting doubt. Much of their worris are built over making mistakes and fearful. They are shy of the errors they might made in their speaking. Littlewood (2007) said, EFL classroom is a class which easily create anxiety and barrier.

The second is Lack of Topical Knowledge. It is highly important for teachers to take role on students' speaking progress in topics that are familiar to students or topics those they interact with. It because students usually complain about have no idea to say in some topics simply because the topic is unfamiliar for them or not suitable for them.

The third is Low or Uneven Participation. Another problem in speaking class is that students can not be equated in the same level of their proficiency, some of them may speak a lot and maybe the others will not, so there is a tendency of some learners to dominate the others in learning.

The fourth is the use of mother tongue. One of the most commonly issues in teaching and learning English is the use of mother tongue. In fact, students sometimes can not be blunder for the existence of the mother

tongue. Harmer (1991) puts forward several reasons amongst the fact that it is rather a natural phenomenon that needs practice more and more to overcome it. Another reason is when the teacher still produce a word with an existence of mother tongue, students will think that it is okay to use mother tongue on their utterance part as well.

2.4 The Concept of Social Media

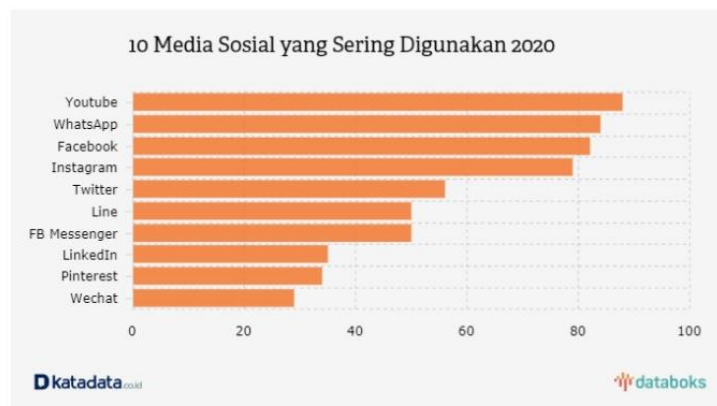
2.4.1 Definition of Social Media

Social Media has been defined as a web-based applications which provide functionality for sharing, relationships, group, conversation and profiles (Kietzmann et al, 2011). Kapoor et al. (2017) as cited by Wolf, Sims & Yang (2018) defined Social media as a set of information technologies which facilitate interactions and networking. However, this is show us how technologies played a significant role in the development and adoption of social media and also in our life. Another definition of social media refers to “Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence” (Huang & Benyoucef, 2013).

Social media, such as Youtube, WhatsApp, FaceBook, Instagram and Twitter provide people with a pervasive network connectivity by Asur & Huberman (2010). It means the social media provide network among people in the world to easier share information, opinion or just communicate each other. As an Information System, social media is created with a set of Internet, communication and computing technologies

as a tools to share about how information created, accessed and distributed. In conclusion, Social media is forms of virtual communication among users which create online communities to share information, ideas, opinion, argument, personal messages, and other content. Digital social media recently are very popular among young generations. Taken from the databoks.katadata.co.id

Diagram 2.1 The most used social media in Indonesia



The data above shown the users of social media in Indonesia in aged 16-64 years. We can know that Youtube is the most platform used by social media users in Indonesia. The percentage of users who active to access Youtube reaches 88%. The next most frequently accessed social media are WhatsApp at 84%, then continued by Facebook at 82%, and Instagram 79%. For addition information, the average time spent by social media uses in Indonesian people to access social media in a day is 3 hours 26 minutes. Altam (2020) stated that students' time duration of using social media increased during pandemic since they are confined at their home and have more free time The total active users of social media in

Indonesia are 59% from total population in Indonesia. The number are 160 million and almost all of them are users surf via mobile phone.

2.4.2 Function of Social Media

Social media has some functions for the user, they can get the function well if they use social media effectively. Kietzmann et al (2011) stated specify seven functional building blocks of Social Media which present to greater or lesser extent any social media application and which can be substituted and enhanced through integration of several applications.

There are seven functions of social media stated by Kietzmann (2011) as cited by Wolf, Sims & Yang (2018). The first is identity. it refers to the representation of the user in the virtual world or give the information about someone for others social medias' users. It can found in the Facebook wall as a descriptive or personal information such us, the phone number, birthday, the hobby, address and so on. The second is conversations, it means as the main function of social media to permit the users talk each other in a personal chat or group through online by social media in a real time.

The third is sharing which refers to activities through spread an information, entertain or just want to share the existing personality in virtual world. The fourth is presence which allows users to know where other community members are. The fifth is relationships which allows community members to visualize their networks in many ways ranging

from likes, comment, follow and others to virtual representation of real-life relationships. The sixth is groups, it refers both to membership groups allow to choose either their affiliations with or attract in, it can manage their relationship by grouping and the last is reputation. It refers to how the user permitted to change of a content that is given by the others user and decide a trustworthiness of someone or community.

With the expansion of technology and the internet, social media become more and more popular among people in the world. Nowadays the most popular are Facebook, Twitter, Instagram, YouTube and TikTok seem to be social media platforms that many people use frequently in their everyday lives. It perhaps provides some positive effects on the people life especially in the virtual world, but it does not leave the negative effect also in the real world. Some people may get worse with the environment because of too much spending time on social media make distraction with people and much time consume make us become an introvert people.

2.5 The Advantages and Challenges of Social Media

In recent years, social media have been used by students on their daily activities even though it has a basic function for social and entertainment purposes, and now it has adapted for use in education (Top, 2012). There are much applications can be found in social media from app stores which can provide students in academic use. the most popular social media used by teenager on this year are Facebook, Twitter, Instagram, YouTube and Tiktok. They use of these application for seeking an information, entertain their

selves or even just for interact each other. Mubarak (2016) argued that classroom atmosphere is still the most desirable for the learning of English language since social media does not offer an appropriate atmosphere for formal language teaching and learning.

These applications can influence how the user communicate, learn and deliver depends on how they use it properly. Lau (2012) reported that social media helps the learning activities among students. Students who use social media on their academic needs can improve more their knowledge by providing the information from online social network or sharing the knowledge with the other users. From this, researchers incite to investigate the way of use that should be considered in order to such social media participate in enhancing the learning process. Using social media as a learning tool could benefit students in practicing English inside and outside the classroom (Omar et al., 2012).

Today, all students interact via technology and if you do not want to be in, you will cut the important community in social media included the students' online discussion, the teacher's online assignment or just missed the information in online platforms. Social media very flexible to be used by different individuals with different needs, potency and desires (Anwas et al., 2020). Moreover, as social media provides virtual interaction, it reduces students' anxiety because of the enjoyable experiences provided by the media (Makodamayanti et al., 2020). Social media creates the new ways in communication and discussion in the different sense, it serves as a platform

for content posting, coping, sharing and searching easily. Social networks have been found to be a tool to facilitate interactions and support active participation by Junco, Heiberger, & Loken (2011).

Mao (2014) analyzed high school students' about the impact of social media on their attitudes and beliefs about these new technologies, and related obstacles and issues in using social media. The finding showed that students give good attitudes and beliefs about the use of social media in education. Specifically, students believed they could improve their ability in learning process by using social media and enjoy social media for their assignment or just provide some new knowledge after school. Some students thought that social media made a daze and was time consuming. The study results also give suggestion the use of social media effectively is necessary to be used as a learning tools in education.

Despite having many advantages for education, previous studies also find some challenges while using social media for learning. According to Jalal & Ashraf Zaidieh (2012) there are some challenges while using social networking face by students and teachers in use social media. The first is privacy. It is has become important aspect while using social media because students worried about their personal information used for. The second is friendship. On social media, we can meet lot of friends, but the quality is not always good. The data on social media can be manipulated, so there is potential to abuse the data for bad deeds. It makes social media users feeling worried to be close friends with person they meet on social media. The last is

misinformation. Recently, the existence of hoax information is real. Especially on social media, because the hoax issues often shared via online.

Devi et al., (2019) stated that students spending their time much on social media for unimportant purpose than study or just give interaction in real life. Students prefer waste their time to chat with friends on social media. Another negative effect of social media is arising from cyber-bullying and discouraging face-to-face communication (Lederer, 2012). Additionally, findings from a study conducted in Malaysia stated that social media has negative effects such as negative feelings, social isolation, and security concerns (Mirabolghasemi et al., 2016). Social media contains positive and negative effects in general and educational context. Specifically, the negative effect of social media in education is related to the privacy aspects, limitations face to face communication, distraction, and inappropriate use and contents by students.

Social media is useful in the education because it can provide students' knowledge widely after school. Social media impact how students communicate, deliver something, attitudes and much others depend on how the students' use it. On the other hand, the wrong usage of social media also impacts worse for students. In conclusion, the social media is an effective tools in learning and teaching, but the scaffolding is needed in the use of social media to avoid the foul impacts for students on next days.

2.6 Social Media on Speaking

As we know before, we use social media to communicate with others with various ways from the features that available there for users. One of the features is texting. Text message can be detrimental for the students' language proficiency, because they might mix the language they learn at the school. Finally, they produce some errors on the grammar or for the spelling in construct the sentence stated by Mphahlele & Mashamaite (2005). Dansieh (2008) said, It can be dangerous for The production of research, making a journal, article, class process. Examinations and the others academic parts.

According to Hezili (2010) found in his research, chat users omit copulas, subject pronouns, and articles. The creating of misspelled words and spellings by distracting the standard words is a real cause in the use of social media and it is an alarm for the students to classify the appropriate words for imitate and use it effectively. Especially in the process of writing academic papers, essays, drafts or any other literary prose.

The use of Internet gives impact for the user on their English language because of the influence of internet slang and short message. It found that 90% students have a mobile phone and use text message. It shows that students are active 'texters' stated by Plester et al., (2008). The use of Internet slang is to avoid the too much length message because texting is spending time than directly speaking. To solve this problem, people shorten the words and create some new words while texting. It can make easier for social media user, but

unconsciously it also influences their use of language in the education environment.

Young people as the user of social media imitate some popular words there like LOL (Laugh out Loud) which is become a word produce by young people in their daily activity. LOL is now used for punctuation adding in the middle of joking intonation in texting. Even though it does not show that the sender is laughing at all. The informal words found in social media absolutely give impact on young people as the mostly user of social media. They use it when talking with their friends informally but unconsciously they will also produce these words to their formal writing or speaking. In the end, students will adapt with these short language and it will destroy their language.

According to Greenfield (2003) online chat is a new communicative environment and we may expect it to elicit adaptations in participants' language use". The use of digital social media needs some new adaptations. On the other hand, it also provides us in a new way of communication. In social media, users do communicate to provide the understandable through the interactional modification, corrective feedback, pushed output and collaborative dialogue.

Kabilan et al. (2010) found that almost all of the students agreed with the impact of Facebook is enough to utilized as one of social media that is useful for the students to encourage the language ability, to improve the self-confidence, to take some motivation to speak English as an ESL and learn the different culture towards learning English. Only 8.1% of students disagreed

with the statement that Facebook can be an effective online learning tool for practicing and improving their English. They said that Facebook is not suitable for the students. Then researcher concluded that teachers should utilize Facebook to be one of an education tools with the continuously control from the teacher in order for the learning experience to be meaningful.

Handayani (2016) said “By using Instagram teacher can promote activities to develop and increase their motivation to speak English better”. It shows that Instagram can helps the students’ problem about speaking. It can improve their vocabulary, grammar and pronunciation. In addition, Instagram also helps the students to build a social connected environment by making a group or community in social media and keep in touch via comment. Instagram is very popular nowadays among young people, because it is easy to learn and effective for students in learning language especially in speaking that they use it every day in their daily activities.

Students can practice it by posting a picture in social media and give it a caption in English. It is absolutely improving their ability to construct a sentence or might a text. Then, the others students can respond this post in the comment section in English. They can give an opinion, or give correction with the error grammar or the error structure. This occurrence is a small informal discussion. In the other hand, teacher can use social media to share the video related to the material that will be discussed for next meeting. It can use by students before they speak. It shows us that social media can be an effective tool for learning if we use it properly.

Social media as a platform we use in daily unconsciously influence on the way we utterance something in real life. It come from some aspects, first is from how we choose the vocabulary, second is how we construct the sentence, and third is how we spelling it will imitate what we always hear on social media. Certain acronyms, neologisms, and abbreviations have infiltrated everyday speech stated by Chopra (2013). Kern (1995) stated, social media helps students to deal with their anxiety and make them feel more confident participate in. The use of social media also helps students to improve their language production. It is popular among learners because in social media there are a lot of contents which help them to building motivation, reducing anxiety and improving confidence.

2.7 Previous Study

The first research was conducted by Rifari Baron (2020). with the title, “Students’ Perception on Online Application in Speaking Skill”. This research used descriptive qualitative methods. The purpose of this research if to identify suitable online applications or learning to speak English that suits student needs. This research result shows the zoom and google hangouts meet is a popular application, meanwhile YouTube and WhatsApp is the easy web application to use in English speaking learning.

The second research was done by Siti Muyasaroh (2020) with the title is “An Analysis Of Students Perception The Use Social Media To Improve Students’ English Writing Skill In Tenth Class Of Smk Pembangunan Ampel In The Academic Year 2020/2021”. This research used qualitative research

design with the purpose of this study is to determine the students' perceptions about the use of social media to improve students' writing skills and how social media can support students in improving students' writing skills. The result of this study is the students had a positive perception of the use of social media in writing skills because it is helpful, easy, fun and gives new nuances in learning, social also provides interesting and accessible features.

The third previous study used by researcher is "Students' Perception Of The Use Of Social Media For Learning English" by Muetia Safitri (2021). The aim of this study is to explore high-school student' perception of social media use for English learning. The results of the questionnaire and semi-structured interview indicated that students have challenges in using social media such as connection problems, privacy and inappropriate content. But in conclusion, students have a positive perception of employing social media to learn English.

The fourth study was conducted by Syofianis Ismail et al., (2018) "Student Perspective in Using Social Media As a Tool in English Language Learning". The objectives of this research are to analyze the students' perceptions and perspectives in using Social Media as a tool in English Language learning. This research used Qualitative and quantitative method. The data taken from the students of the English Department, Faculty of Education, Islamic University of Riau. This research found that social media is very practical and useful for getting general information, knowledge and to increase their language competency.