

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of some important theories of the study. Based on the need of the study, this theoretical review covers as follows:

A. Perception

Here are the definition, process, and factors of perception:

1. Definition

In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word “perception” comes from the Latin words *perceptio*, *percipio*, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses (Qiong, 2017).

In terminology, perception is the way to think about something and idea about what it is like. It is the natural ability to understand or notice things quickly. Each individual comes with a personal life experience that influences perception. The background of someone’s personality and culture also influences someone’s perception. Perception is a cognitive ability where it means that at the beginning of the formation of perception, people have to determine what could be considered. Perception is also an ability that can be influenced by awareness (Sunisah, 2019).

According to Bull in Supriyanto (2020), perception is an to perceive something or of seeing or understanding something. Perception takes place when someone simulates stimulus from the outside world that is captured by the organs

of his aid which then enters the brain. Perception is the process of finding information to be understood that uses sensing devices.

Koentjaraningrat in Aprianto (2017), perception is the realization of human brain process and it appears as a view about phenomenon. Many factors are involved in the process of perception such as, feeling, motivation, educational background, experiences, environment, etc. Perception is also described as the interpretation of an object, event or information that is grounded by the life experience of a person who performs that interpretation. The experiences will be interpreted by their brain to certain impressions which are maybe different from one to another. Thus, it can also be said that perception is the result of one's mind from a particular situation.

According to Thalib (2010), perception is a stimulus received by someone and then organized and interpreted, so as to obtain an impression or meaning of the stimulus received. Perception can be defined from a physical, psychological and physiological perspective. Perception is the process by which a person gives meaning to experience, that is, after someone has received certain stimuli in their sensory memories, the processing continues to be a perception. Perception is very important because it affects the information that enters the memory. Background knowledge in the form of schemes influences subsequent perceptions and learning

It can be concluded that perception is a process of human thinking about phenomenon based on information that they get.

2. Process

According to Qiong (2017), the process of perception has three stages. They are selection, organization, and interpretation:

a. Selection

The first stage in the process of perception is selection. Selection is the change in environmental stimuli into meaningful experiences. In the environment, a lot of information, news, or stories that appear are called a stimulus. But the brain cannot accommodate all of them, therefore the brain will automatically sort it into two parts, namely things that are important and not important. If information is important, it will turn into an experience and if it is not important someone will ignore it. This is what is called the selection process.

b. Organization

The second stage in the process of perception is organization. Organization is a process where after people choose an information it will organize and determine meaningful patterns. This stage will place an object or information in a category. For example if someone is asked what a human being is, then some people will describe it with the skin color of a race or nation.

c. Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns. in this stage someone can give their opinion on something. a person's personality and culture can influence perception. so maybe one person with another has different perception.

d. Factors of Perception

According to Slameto in Aprianto (2017), there are two factors that influence someone's perception. The first is internal factor. It is a factor which comes from inside of an individual. It depends on psychological factors such as, feeling, motivation, educational background, experiences, environment, etc. Therefore, every people can have different perception about the same phenomenon.

The second is external factor. It is a factor which comes from the outside of an individual. External factors that affect perception, are characteristics of the environment and the objects involved in it such as, sight, sound, hearing, etc.

B. Speaking Skill

Here are the definition and basic types of speaking:

1. The Definition of Speaking

In Indonesia, one of the compulsory subjects in junior and senior high schools is English language. It is one of the four subjects that are tested in the final examination. English is taught as an integrated subject to promote the students' language competences. It is learned by the students to communicate. Thus, the ability to communicate in English is important because it sustains students to interact with others. When students learn foreign language, to begin with, they should be taught how to speak. Therefore, it implies that speaking is one of the important skills in English that ought to be mastered by students besides writing, reading, and listening.

According to Brown (2004), speaking is ability to pronounce language sounds to express or convey thoughts, ideas, or feelings verbally. Speaking is a communication tool used by someone to express opinions, thoughts, or feelings to others. The success of learners in learning English is seen from their capacity in using English to communicate effectively. Teaching speaking is not an easy task. English is a foreign language that students do not utilize in their daily communication. To be able to speak English well, they need to learn other subskills such as pronunciation, vocabulary, and grammar. There are five aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is a key to communicate as an interactive process of developing meaning that includes producing, receiving, and processing information. For example, teaching and learning process in the classroom, teacher and students will speak to each other to make them understand and be understood (Baihaqi, 2016).

2. The Basic Types of Speaking

According to Brown (2004), there are four basic types of speaking. The first is imitative. It is a ability to imitate a word, phrase, or sentence. Therefore, this ability does not require deep understanding, but only requires the ability to listen and imitate. The second is intensive. It is the ability that is able to show several phonological and grammatical aspects of language. The speakers must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

The third is responsive. It is the ability to communicate in short conversations, greetings, small talk, simple comment, requests, and others that

include a question or two. The fourth is interactive, it is almost the same as the responsive type, but this conversation is longer and more complex. It also involves a large number of participants whose aim is to inform each other. The last is extensive (monologue). It is the speaking ability that causes the listener with less opportunity to originate. For example is speech, oral presentation, story-telling, and others.

C. Youtube

Here are the definition and the advantages of Youtube:

1. Definition

Youtube is a website which lets people watch, upload, or share video by online. All contents can be found on the youtube, such as education, news, interest, life, procedure of something, and others. Especially in language education, the students can learn it from youtube because the users are from all the countries around the world where every people have language differences. Youtube can be a source of learning on english learning (Kabooha & Elyas, 2018).

Youtube is a social media platform created in 2005 which can be found, watched, and shared by many people. A number of studies have shown the integration of YouTube technology into teaching is an important factor in motivating students to watch, read, write, discuss, interact and participate in the learning process (Albahiri & Alhaj , 2020)

2. Advantages

Youtube can offer many features as a teaching tool. As a free teaching resource, it can save educational budget. It will also help students learn English language in and out the classroom. They can explore different English cultures with

different accents. Youtube videos are effectively in learning because it is interesting for the students. However, the two main advantages of using youtube are authenticity and student motivation. These two concepts can possibly be incorporated and enhanced by using youtube.

These other benefits include: attracting students attention, focusing students concentration, observing hard to observe experiences, generating interest in the subject, improving content attitudes, building a connection with students, fostering creativity, increasing collaboration, motivating students, making learning fun, decreasing anxiety about scary topics, increasing understanding (Maziriri & Parson, 2020).

Youtube is useful and effective for teaching and assignments. It can be accessed by students either at school or at home, making it easier for students to study. Especially during this pandemic, where students have to study online. YouTube plays an important role as a media for delivering material. That is because the students can hear and see the explanation in the video. They also can repeat the video if they still do not understand the topic being studied. Therefore, youtube has a positive impact on overall student engagement, namely on behavior, emotionally and cognitively (Almobarra, 2018).

3. Dimension

Students' perception on the use of youtube in learning speaking skill is obtained based on two dimensions, namely, technology acceptance model and learner autonomy (Shamsuddin, 2015). Each dimension has sub dimation. The first is technology acceptance model. It is a measure of the extent to which a

system is accepted. In this case, the system is youtube. This dimension has two sub dimensions, they are perceived usefulness (to show the extent to which students believe that YouTube can improve their speaking skills) and perceived ease of use (it is about the ease of youtube in learning speaking) (Davis, Bagozzi, & Warshaw, 1989). The second is learner autonomy. It is the ability of students to take responsibility for all decisions taken in learning. The sub dimension is confidence, freedom of choice and control, and motivation. It is to the extent to which youtube can make the students are motivated to learn English speaking skill (Littlewood in Shamsuddin, 2015).

D. The Implementation of Youtube

According to Cakir (2006), there are some techniques to implement youtube in the classroom namely, active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role-play, reproduction activity, dubbing activity, and follow-up activity:

1. Active Viewing

The teacher provides a video and the students understand the video. For more detailed comprehension, students are provided a viewing guides and let them watch and listen for specific details or specific features of language. Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video.

2. Freeze Framing and Prediction

Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives the students an additional dimension of information

about the characters' body language, facial expressions, emotions, reactions, and responses. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene the students can be asked what is going to happen next. Therefore, the students have to speculate what will happen in the next.

3. Silent Viewing

Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video is played with the sound off using only the picture. This activity can be a prediction technique when students are watching video for the first time. One way of doing this is to play the video without the sound and tell students to observe the behaviour of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying.

4. Sound On and Vision Off Activity

This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

5. Repetition and Role-Play

The teacher provides a video and the student have to watch and understand it. When the students have a clear understanding of the video, they are asked to act out the scene using as much of the original version as they can remember. It helps the students to speak English and apply what they are learning.

6. Reproduction Activity

After watching the video provided, the students are asked to describe or retell what is happening in the video. This activity encourages the students to try out their knowledge.

7. Dubbing Activity

This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

8. Follow-up Activity

After watching the video provided, the students are asked to make a discussion in group about the video. It can make the students practice to speak and give their opinion about something. With this activity students have an opportunity to develop sharing and co-operative skills.

E. Previous Study

Previous studies have shown that the use of Youtube has a positive impact in English Classroom. Maziriri and Parson (2020) state that the use of Youtube in formal learning is positively received. Most notably the relationship between the

student attitudes towards the use of YouTube and behavioural intentions is significantly strong possibly suggesting that this platform is a success with student learning at tertiary level.

Nasution (2019) also shows that Youtube is useful in reducing cognitive load on learners and appeals to multiple learning styles. Affective reasons for the use of video was argued from the standpoint that there is a good possibility that is students are familiar with YouTube, which could have a positive influence on their motivation.

Sari and Margana (2019)state that Youtube is an interesting learning media. YouTube can be employed in language learning to increase the students' autonomous in learning as well as provide students with a better, interesting, easily accessible learning experience that can still be monitored by the teacher.

Kilis and Seher (2017) show that Youtube can make students become autonomous in learning speaking. The results of the study prove that it is an undeniable fact that university students today are already very familiar with YouTube, they watch videos for entertainment reasons and even when not required by instructors for learning and self-development reasons. YouTube in learning is very helpful for students. YouTube helps bring up discussion topics and adds variety to student learning that does not just use books. It makes students more enthusiastic in learning. Besides that, with YouTube students become more independent. However, teachers also still have an important role to play in directing students. They can study outside of class hours. Youtube is also very easy to access by anyone, anywhere. so that students can adjust their study time as desired.

Kurniawan (2019) states that the students considered that youtube can help their speaking skill. Using youtube also can make them more confident in speaking. It can be concluded that the use of Youtube as a learning media in speaking class can help students to improve their speaking skill.

According to Sunisah (2019), in this research shows that the students' perception on the use of youtube has a high category. Youtube can make the students' motivation increase. The students are more enthusiastic and interesting in learning. Therefore, the utilize of technology has captured the minds of the new generation and this has influenced many aspects of young generation including in the field of education.

Based on the explanation above, this research is conducted to investigate the students' perception on the use of youtube in learning speaking. The difference between the previous studies and this research is the genre, and the way in collecting data. This research focuses on basic competency 3.3, namely procedure text. The instrument of this research is using close-ended questionnaire.