CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

According to Qiong (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

So, from the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

2. Perception Process

According to Qiong (2017:18) there are three stages of the perception process, as follows:

1) Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into 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 arranged 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 humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, that is referred to 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.

3. The Two Dimensions of Perceptions

1) The Physical Dimension of Perception

The mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated.

2) The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes or motives of people (psychological dimensions) and not the sense organs (physical dimensions) that determine what stimuli will attract people's attention and therefore accept meaning.

B. YouTube

1. Definition of YouTube

According to Jalaluddin (2006) said that YouTube is a website that shares various kinds of video like video clips, tv clips, music videos, movie trailers, and other content namely video blogging, short original videos, and educational videos. YouTube is a form of entertainment that enacts a story by sound and asequence of images giving the illusion of continuous movement. YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored of the situation in English class so, the students need an entertainment and YouTube is one of the suitable media in modern era.

YouTube is the biggest and popular site of online video in the world especially internet. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload videos, search, watch videos, and discuss about videos and also share video clips

for free. Every day there are millions of people who access it. So YouTube is potential to be used as a medium of learning English.

Objectives utilizing YouTube as a medium of learning English is to create the conditions and the learning environment interesting, fun, and interactive. Usage of YouTube as a medium of learning English can be used at any time without being limited if space and time with the computer or media presentation requirements connected with the internet. Therefore, students are expected to maximize YouTube as learning as much as possible.

2. **YouTube Video in Education**

Atkinson et al. in Lia Selfia (2007) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s (Marchionini, 2003). 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).

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential

medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides 16 multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos (Chee, 1995; Casey, 1996). YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in the Internet.

C. Online Learning

1. Definition of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W Purba (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco (2001) explaining the philosophical online learning as follows:

a. Online learning is the delivery of information, communication, education, training online.

b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. A similar statement was made by Nada Dabbagh and Brenda Bannan-Ritland (2005) who explained that today technological advances, especially in the field of the

Internet, have radically changed traditional learning with face-to-face learning (*direct instruction*) into individualized learning (*individual learning*) through online learning.

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process will not be caused by merely following the trend of internet technology to be considered modern but must consider the following matters:

a. Budget cost needed.

b. Any material that is prioritized is included in the online learning model according to the characteristics and needs.

c. Switching from conventional to online learning can be done alone or requires cooperation with other parties.

d. How to implement these changes so that the objectives can be achieved effectively and efficiently.

2. **The Characteristics of Online Learning**

Based on the explanation above, there are several characteristics of online learning as follows:

1) In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually.

2) In the learning process students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace.

3) Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data .

4) Teachers and students can access electronic documents to enrich their learning. Students can actively participate because online learning provides an interactive learning environment. Students can connect electronic information to their projects and papers, making it a "living" document with a hypertext button.

5) Because computers have the ability to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quicklywith text, images, sound, data and video can change the role of teacher and student.

6) Online learning allows teachers to be geographically separated from students, they can learn with other students in classrooms throughout the world.

3. Types of Online Learning

According to Haughey (1998), there are three possibilities in the development of internet-based learning systems, namely as follows;

1) *Web course,* is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words this learning model uses a distance system.

2) *Web centric course,* is the use of the internet that combines distance learning and face-to-face (conventional). Some material is delivered via the internet, and some through face-to-face. Its functions are complementary. In this model the instructor can give instructions to students to learn the material through the web that has been made. Students are also given directions to look for other sources from relevant websites. In the face-to-face session, students and instructors discuss more about the findings of the material that has been learned through the internet.

3) *Web enhanced course,* is the use of the internet to support the improvement of the quality of learning carried out in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the instructor is to master the technique of

finding information on the internet, guiding students to find and find sites that are relevant to learning materials, present material through the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills needed.

The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning, Onno W Purba (2002) requires three things that must be fulfilled in online learning design, which are "simple, personal, and fast".

4. **The Advantages of Online Learning**

Online learning has several advantages as follows:

a. Learning is not limited by place and time so that anytime students can access the learning process.

b. Students in this learning process must be active so that the online learning process is a student-centered process.

c. Save on education costs (infrastructure, equipment, books, official travel).

d. Train students to be more independent in gaining knowledge.

e. Professional online help.

5. The Disadvantages of Online Learning

Online learning has several disadvantages as follows:

a. *Dissemination of information that is not appropriate*, the internet makes it possible to present material or material that is inappropriate for students to enjoy because it does not fit their level of development, for example cigarette and alcohol advertisements or topics that may be too high for their understanding and too mature for their viewing. Thus the need for strict control and supervision. There is no organization or agency that controls activities on multiple computer networks. Control is on each individual. This is where the role of the teacher is needed, the teacher must indicate which sites contain information that is really useful for students so that they must be "visited".

b. *Copyright*, because information is so easily accessed, it's so easy for someone to download files quickly. Therefore, students can make a paper or project by violating someone's copyright that is not their work.

c. *Very fast website growth*, it is estimated that several thousand new websites add to the internet every day. This growth makes finding information really difficult. To help search for information, several commercial companies and universities provide search engines that follow the web network and reply to search results that match what is sought.

d. *Support*, good technical support must be available. Without that support and good management, computer networks can die quickly. Problems with a network can cripple a laboratory or even shut down an entire school and company. Technical supervisors are needed to build and maintain networks.

e. *Lack of quality control*, users must be critical thinkers and readers who know how to value information. Everything that is sent on the internet is not a "teaching". Anyone can post anything on the web, including information that is not important, wrong, or incorrect.

D. Previous Study

Some studies have been conducted related to this research. The first is from (Jessy Gracella and Dedi Rahman Nur, 2020) on their researh entitled "Students' Perception of English Learning through YouTube Application" showed that the use of YouTube got positive responses. The results of this study find out all of the students have many benefits to improve their English skills, and very easy to access in almost every student's gadget and it can be used in every situation for help and motivated them to learn English. The students are only feeling the difficulty if the internet connection is not good.

The second is from (Nurrica Harlinda, 2019) on her research entitled "Students' Perceptions in Using Youtube as Media for Learning English as a Foreign Language". This study was carried out in order to find out perception of the students of English Education Study program at IAIN Palangka Raya used quantitative with survey to 120 students, generation 2016–2018 in using

YouTube as media of learning English as a Foreign Language. The result of the study, most of the students in English Education Study Program were capable of learning English as a foreign language independently and had the freedom in choosing and controlling their own learning. This also means that the use of YouTube as media in learning English as a foreign language developed their Autonomous Learner to improving their language skills and language components.

The third is from (Eugine Maziriri, Tinashe Chuchu, and Parson Gapa, 2020) on their research entitled "Student Perceptions Towards the use of YouTube as An Educational Tool for Learning and Tutorials". The study was quantitative in nature where 377 registered students from a selected university were chosen through non-probability sampling. The main findings suggested that perceived usefulness was observed to have a more significant impact on student perceptions toward learning through YouTube in comparison to the perceived ease of use. In addition, it was also discovered that intention to use YouTube and adoption of YouTube as an educational tool had the strongest relationship of all tested hypotheses.