

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is about the definition of perception, academic speaking, and the definition of YouTube.

A. Perception

1. The Definition of Perception

Perception is a process experienced to achieve awareness or understanding of sensory information (Qiong, 2017). Students' perception is the students' perspective toward something that happened in the learning process. Students have their own perspectives on something they learn and how they approach it during the teaching and learning process. Adediwura elaborates the knowledge of perception in his academic journal by focusing on the explanations of several experts. Perception, according to Eggen's theories (2001), is the process by which people give meaning to their experiences. It suggests that people's perceptions are created after they pay attention to specific stimuli stored in their sensory memories. The information that enters working memory, on the other hand, is influenced by perception. Students' perceptions of teachers' subject matter knowledge, work attitudes, and teaching skills are influenced by the fact that they have been taught by and are familiar with the teachers being evaluated. As a result, their minds are already preoccupied with memories and reactions that will be measured by the inventory for data collecting (Adediwura, 2007).

From the definition above, English students' perception is how English students' thought to respond to what they have learned. In this case,

the perception is on the use of youtube. Each English student has a different expectation on youtube. Some English students also feel different impacts in using an youtube. Therefore, the researcher felt the need to explore English students' perceptions towards the use of youtube.

2. Perception Process

According to Qiong (2017), In the stages there are three of the perception process. The first is selection. The initial step in perception process is selection. The external stimulation transforms into a meaningful experience at this point.

The second is organization. An organization is the second stage in the perception process. After gathering data from the outside world, it must be organized in a certain manner by identifying relevant patterns. This stage has two distinct characteristics. The organizing process, for starters, gives human perception its structure. Raw impulses from the outside environment are incorporated to meaningful human experiences at this level. Second, the procedure demonstrates that human perception is consistent. To put it another way, after selecting stimulus and categorizing, the stimulus becomes enduring.

The third step of perception is interpretation, which is the process giving meaning to the stimulus's choice. Despite receiving the identical input, however, each individual will interpret it differently.

3. Perception Factors

In perception, there are several factors that can influence a person in causing his perception of a thing or object. According to Rakhmat (2008) there are 3 factors that can affect a person's perception. The first is Attention. When we concentrate on one sense while ignoring the others, we are said to be mindful. Attracting attention has an external aspect while paying attention has an internal factor.

The second is Functional Factors. Individual needs, historical experiences, and other elements that can be characterized as personal needs variables all influence functional factors.

The third is Structural Factors. Structural factors can arise unintentionally or consciously as a result of the nature of the physical stimulus and the neural repercussions on the individual nervous system..

Apart from these three factors, there are also several psychological factors that can influence an individual in producing a perception, these factors are needs, trust, emotions, expectations. The first is needs. When someone needs to be interested in something or wants something, we can easily view it as a need.

The second is Trust. What we believe to be true will influence how we interpret muddled sensory data. The third is Emotions. Fear and anxiety are examples of emotions that can influence how we interpret sensory information. And the last is Expectations. A person's past experiences will also influence someone to perceive something.

4. Perception Component

Kuswana (2011) stated that there are three aspects that can build a perception. The cognitive (perceptual) component, which is concerned with a person's knowledge, opinions, and beliefs about an object. And the affective (emotional) component, which is linked to pleasant or negative feelings of pleasure associated with an object. And then the conative component (behavior), which is linked to a person's proclivity to act on something.

5. Perception Dimensions

First, the physical dimension of perception is all humans have a nearly identical perception mechanism. Sensory organs such as the eyes, hearing, and nose allow individuals to sense their environment. This is a sensory organ that receives impulses, which is then transmitted to the brain via the nervous system, where it is given structure, stability, and meaning.

Second, the psychological dimension of perception is humans provide interpretations of certain stimuli and have unique personal touches in the outside world throughout this period. People's values, attitudes, or motives (psychological dimensions) determine what stimuli will draw their attention and hence accept meaning, not their sense organs (physical dimensions) (Mulyani, 2020).

B. YouTube

1. The Definition of Youtube



YouTube is a medium stage that capacities as a data set as a facilitator for varying media content in which the social activity can be viewed not just as expressions, but also through the use of the technological interface. The idea that the properties of the medium affect, for instance, the improvement of classifications draws on the medium hypothesis approach broadly created by McLuhan during the 1960s so, YouTube is not an independent medium (Thomas, 2011)

This is reflected in the office of YouTube, which isn't only founded on association, yet in addition on utilization as normal streaming. I will in this manner allude to the parts of usefulness on YouTube according to a more extensive point of view, as the media properties or as the affordances of YouTube's interface. These incorporate remarking, rating and reacting, yet in addition meta-correspondence, for example, labeling. In the event that we respect the affordances of YouTube comparable to the most essential comprehension of Gibson's term, then, at that point, an affordance of

YouTube is the thing that the site "offers" or "gives" for its clients (Gibson, 1986, p. 127).

2. The Characteristics of YouTube

According to Faiqah, Nadjib, & Amir (2016:260) there are five characteristics of YouTube. First, there is no time limit on how long videos can be uploaded. This is what sets YouTube apart from many other applications that have a time limit, such as Instagram, Snapchat, and others. YouTube does not necessitate the creation of a specific video. We may also create learning videos and view educational videos.

Second, YouTube's security is limited by not permitting videos that contain SARA, which is illegal, and by asking confirmation questions before submitting videos.

Third, Paid. According to Theoldman in Faiqah, Nadjib, & Amir (2016:261), YouTube offers an honorarium to anyone who uploads a video and receives a minimum of 1000 views.

And then, YouTube users may now watch videos offline thanks to a new feature. Users can watch videos while offline thanks to this method, but they must first be downloaded.

And the last, there is a simple editor accessible. Users will be given the option to alter the video before posting it in the initial menu. Cutting videos, arranging colors, and adding video switching effects are all options on the menu.

YouTube is distinguished from traditional learning activities by the five features listed above. Because students process their information

through teaching materials given through youtube application interface, students' comprehension of learning material is no longer dependent on the teacher/student. Sources of knowledge are strewn over YouTube as well, and can be freely accessed by anyone.

3. Function of Youtube

The function of Youtube is the most popular site media in the internet world and provides edit value to education, is easy to use by students and teachers, provides educational information, facilitates discussions, has a share feature on social networks and it is free (Musarofah, 2019). The functions of youtube that can be utilized by its users. According to Abraham A. in his book entitled Success as an Artist with YouTube. First, expanding interactions based on each individual's shared values, resemblance of particular qualities, or having engaged within a specific time frame, resulting in shared memories. Second, Information, sharing, and comments are used to add insight or knowledge.

Brook (2011) states that in this situation, self-image or marketing in the positive sense was also related to prestige and a willingness to keep up with information technology. In terms of trade, politics, culture, and even education, transactions of media and ideas are possible.

In the event of a further escalation, this facility might be used as a source of intelligence, a method of exposing numerous legal offenses, a source of aid, and a form of citizen journalism.

4. Advantage and Disadvantage of YouTube

Advantages and disadvantages are two sides of a coin that cannot be separated because advantages and disadvantages are something that has a subjective tendency. YouTube is currently a very popular social media. This is because YouTube has many benefits and provides convenience for its users. However, a website certainly has advantages and disadvantages. Follows are the advantages and disadvantages of YouTube:

a) Advantage of YouTube

According to Suryaman (2015) Youtube has advantages as a learning medium, as follows:

The first is Youtube, for example, can provide information on the advancement of science and technology.

The second is Cost-Effective, Youtube can be accessed for free by using the internet network

The third is potential, to be exact Youtube is a very popular website with a large number of videos, therefore it can have an educational impact.

The fourth Youtube, for instance, is both practical and comprehensive in that it can be utilized quickly and provides comprehensive information. And shareable, Youtube videos can be shared easily by sharing a link. The last is interactive Youtube offers a section for questions and answers in the comments section.

b) Disadvantage of YouTube

Smaldino, Russell, Heinich, and Molenda (2005) states that although such use of the Internet for learning or youtube is also not despite various shortcomings among others; Users can abuse the system by posting inappropriate videos, there is a lot of information, and the audience must filter it so that it does not go astray, not all videos are worth seeing, and many of them contain obscene material, users will need a fast internet connection to watch the video smoothly, taking videos on YouTube will be hampered if there is a problem with the internet connection, videos on YouTube are typically very large in size or capacity.

According to Jalaluddin (2016), because YouTube's website lacks a video capture application, you'll have to rely on second programs like YouTube Downloader and SaveFrom.net, YouTube also provides video upload facilities that can be used by anyone, so it is very possible to be misused by irresponsible parties. Just as there are individuals who upload pornographic videos and videos about insults to certain groups.

C. Academic Speaking

1. The Definition of academic speaking

Based on Oxford Dictionary, speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In other words, speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Scott and Ytreberg (2010) state that speaking in academic context is becoming increasingly important as teaching methods change to involve more group work, joint project or group mark. Students in higher education are not seen to be pulling their weight in collaborative work. It is therefore important to try to be more of what is involved in seminar or group activity and to learn some of the interactional language that is used there. It is important to practice making presentation, taking part in discussion on academic topics and so on.

Nunan (1999) Argue that academic speaking is similar in many ways to academic writing: it is linear, it is explicit, it has one central point and it is presented in standard language. Academic spoken style is also similar in many ways in that it is formal, explicit, hedged, and responsible. However, it is less complex and objective than written language.

2. The Features of Academic Speaking

According to Mazouzi (2013), as mentioned earlier that academic spoken English is similar to academic written English that has one central point and is presented in standardized language. The style of academic speaking, as a matter of fact formal, must be less complex than written language. Yet, it is still explicit, hedged, responsible, and objective.

The first is complexity. Spoken language however should be less complex than written language. Spoken language has shorter words, it is lexically less dense, and has a less varied vocabulary. It uses more verb-based phrases than noun-based phrases. Spoken texts are longer and the language has less grammatical complexity, including fewer subordinate clauses and more active verbs.

The second is formality. Remember academic speaking is usually in a formal occasion. Use formal language and avoid colloquial words and expressions.

The third is explicit. As an academic speaker, you are responsible to state clearly clarifying the listener about many points of your talk and how they relate to each other. Those connections must explicitly be used in different words.

The fourth is hedged. Making the decision about a particular topic, giving boundaries to the topic, and strengthening the claims of the opinion are essential things to present academic speaking. Those are supposed to do in a different way. A technique common to certain types of speech is known by linguists as fencing.

The fifth is responsibility. As an academic speaker, you are responsible to demonstrate your understanding of the text. Providing evidence and justification and any claims you make become the speaker's responsibility.

The sixth is objective. A commonly spoken language has more words associated with its speakers. This means that while playing the role of primary care should be the information you want to provide and the arguments you provide, it is not uncommon to relate to yourself or your audience.

D. 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 outcomes and provide a positive classroom environment (Kelsen, B. 2009).

Therefore, from the explanation above, it can be concluded that YouTube is an essential medium for learners. Based on students' perceptions, YouTube is easy to use and can be accessed anytime and anywhere.