

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some literature and theories related to the study which involve the following topics: perception, YouTube, learning English.

2.1 Perception

Perception is the process by which individuals organize, interpret, and give meaning to sensory information or experiences. In the context of English language learning, students' perceptions are especially important when using digital platforms such as YouTube. Thus, understanding student perception helps educators determine whether a particular media enhances or hinders language acquisition. According to Altun (2015), perception is built upon learners' prior experiences, beliefs, and attitudes, all of which contribute to how they evaluate the usefulness of educational media.

2.1.1 Components of perception

Perception is a multi-dimensional psychological construct that involves how individuals understand, feel, and respond to external stimuli, including learning experiences. It is generally divided into three main components: cognitive, affective, and behavioral (Triandis, 1971; Eagly & Chaiken, 1993).

1. Cognitive component

The cognitive component of perception refers to what a person believes or knows about an object, situation, or experience. In the context of language learning, it includes a learner's understanding or beliefs about a learning tool such as believing that YouTube is effective for improving English listening and speaking skills. According to Eagly, A. H., & Chaiken, S. (1993) The cognitive component consists of beliefs, thoughts, and attributes associated with an object. For example, a student may think YouTube provides access to real time conversation so it helps their fluency.

2. Affective Component

The affective component involves a person's emotions or feelings toward a particular object or experience. It reflects whether the person feels positive, negative, or neutral about it. According to Schiffman, L. G., & Kanuk, L. L. (2009) The affective component involves a person's feelings or emotions toward an attitude object. In an English learning context, a student might feel they enjoy learning English through YouTube because its fun. A positive affective perception often increases motivation, engagement, and retention in learning (Woolfolk, 2013).

3. Behavioral Component

The behavioral component refers to how a person intends to act or behave based on their perceptions, beliefs, and emotions. In other words, it represents the intended or actual behavior toward the object. The behavioral component refers to the way the attitude we have influences how we act or behave according to

Triandis, H. C. (1971). This component is particularly relevant in education, where perception often translates into action, such as how frequently students use a platform or practice a skill.

2.1.2 Factors Influencing Perception

Perception is influenced by a range of internal (personal) and external (situational/environmental) factors. These factors shape how individuals interpret, evaluate, and respond to information or experiences including learning tools like YouTube in English language learning. According to Mangal, S. K., & Mangal, U. (2009) Perception is affected by individual differences and the context in which the stimulus is perceived.

1. Internal Factors

There are psychological or biological characteristics that come from within the individual and influence how they perceive things. Common internal factors include motivation and needs, attitudes and beliefs, also past experiences. Woolfolk, A. (2013) stated Previous experiences influence what we expect and thus how we perceive current stimuli.

2. External Factors

On the other hands, factor can also come from outside environment and affect how individuals interpret something. Such as noise, lighting, or moving object which attract attention and influence perception stated by Baron, R. A., & Branscombe, N. R. (2012)

2.1.3 Types of Perception

Perception shapes how learners evaluate and respond to instructional tools. It typically falls into two categories, positive and negative.

1. Positive Perception

When students view an object or experience as beneficial, engaging, or supportive, they develop a positive perception, which boosts motivation, engagement, and proactive behavior (Salifu & Bakari, 2022).

2. Negative Perception

A negative perception occurs when students interpret something as unhelpful, frustrating, or irrelevant, often resulting in disengagement and poor outcomes. Students' negative perceptions toward learning tools can lead to reduced engagement and poor academic outcomes, according to Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., & Adiputra, S. (2020).

2.2 YouTube

YouTube is a free video-sharing platform launched in 2005 that allows users to upload, view, and share videos across various topics, including education, entertainment, and technology. In the context of education, YouTube has developed into a dynamic learning media, a tool that aids teaching and learning by presenting content in visual and auditory forms (Kay, 2012). As a learning media, YouTube provides language learners with authentic input, such as native speaker conversations, real-life communication contexts, pronunciation guides, and grammar lessons. These features

help learners improve their English skills through engaging and context-rich content. According to Sari and Wahyudin (2019), YouTube serves as an effective supplementary tool because it provides learners with exposure to natural English usage in diverse accents, topics, and cultural settings, which are often lacking in traditional classrooms.

2.2.1 Advantage of YouTube

YouTube, as an informal learning platform, has been perceived positively by many learners. Kusuma and Susilawati (2021) found that university students perceive YouTube as both entertaining and educational, particularly when it comes to improving listening comprehension and pronunciation. The audiovisual nature of YouTube helps students better understand spoken English and acquire new vocabulary in context. In addition, Saputra and Fatimah (2018) concluded that students who regularly watch English content on YouTube perceive it as highly effective in enhancing their confidence and speaking ability.

2.2.2 Disadvantage of YouTube

However, not all students perceive YouTube in the same way. Some express concerns about the lack of structured content and teacher guidance, which may lead to confusion or ineffective learning (Yuliana, 2020). This highlights the importance of guided usage and content curation when using YouTube as a learning media. Another drawback is the potential for distraction. YouTube's interface includes recommendations, advertisements, and unrelated content that can easily divert students

from their intended learning objectives. Yuliana (2020) found that many students tend to get distracted while using YouTube because of the entertainment-focused nature of the platform, leading to reduced concentration and time management issues.

2.3 Learning English

Learning English refers to the process of acquiring knowledge and skills in the English language, including the four major components: listening, speaking, reading, and writing. It also involves the mastery of vocabulary, grammar, and pronunciation, as well as the ability to use the language effectively for communication in various contexts (Richards & Schmidt, 2010). English is widely considered a global language, meaning it is a common language used among speakers of different native languages. As such, learning English has become essential for accessing global information, higher education, and employment opportunities. Crystal (2003) emphasizes that the spread of English worldwide has made it a key element in international communication, technology, and science.

2.3.1 English Skill Components

In the process of learning English, students are typically expected to develop four language skills: listening, speaking, reading, and writing. These skills form the foundation for effective communication and language proficiency.

1. Listening

Listening is a skill that involves understanding spoken language. It requires the ability to comprehend sounds, vocabulary, and sentence structures in real-time communication. According to Nunan (2003), listening is not a passive activity but an active process of interpreting and constructing meaning from spoken input. In English language learning, listening is crucial for improving pronunciation, intonation, and vocabulary recognition.

2. Speaking

Speaking is the productive skill that allows learners to express thoughts, feelings, and ideas orally in English. Brown (2004) defines speaking as an interactive process that involves producing, receiving, and processing information. It combines linguistic, cognitive, and social components, making it one of the most complex language skills to master. Speaking is essential for verbal communication in academic, social, and professional contexts.

3. Reading

Reading is a receptive skill that involves decoding written text to extract meaning. It enables learners to understand and interpret information presented in various written forms, such as articles, essays, or online content. Grabe and Stoller (2011) emphasize that reading requires a combination of vocabulary knowledge, grammar understanding, and background knowledge to make sense of the text.

4. Writing

Writing is a productive skill that involves organizing ideas into coherent and grammatically accurate texts. It is often considered the most demanding language skill because it requires planning, vocabulary selection, grammar use, and proper structure. According to Harmer (2004), writing enables learners to produce permanent records of their language use and refine their accuracy and fluency over time.

