

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section explores the theoretical foundation of the study, specifically delving into the theoretical aspects relevant to this research. In line with the research's primary focus, this chapter centres its discussion on perception, YouTube, learning, speaking skills, and the difficulties in learning speaking skills.

#### **2.1 Perception**

Perception is a person's way of thinking about something that has been seen, touched, smell, and felt through the five senses. A person's perception of an object can be positive or negative. It can also produce a different perception for each individual. In addition, perception also involves a person's thinking, analysis, and interpretation processes. Therefore, perception can be used as a benchmark for someone's understanding of an object or phenomenon.

##### **2.1.1 Definition of Perception**

According to Maulina et al. (2022), perception is the process of understanding something and accommodating information needed by others and ourselves, which is obtained from experiences and the environment. The environment greatly influences a person's perception because our attitudes and thoughts can be formed according to our environment.

Based on Sylphiasimanjuntak et al. (2021) opinion, perception can help teachers analyze points of view, arguments, and students' opinions on understanding of learning material. Therefore, the teacher can provide an assessment for each student from the student's perceptual process.

The statement from the theory above provides the understanding that perception is a very subjective process, meaning that each individual can experience different perceptions of the same stimulus. Thus, perceptions may vary from individual to individual, depending on their background, beliefs, and experiences. Perception plays an important role in shaping our understanding of the world, and in everyday decisions, for example, teachers can decide the understanding of their students about learning materials by looking at the students' way of thinking from the object or phenomenon.

### **2.1.2 Factors Affecting Perception**

These factors are pivotal in shaping how individuals interpret and comprehend the world that surrounds them. It can cover of their physiological, cultural, and environmental aspects that influence how people analyse sensory information and form their perceptions.

According to (Mamgain, 2023) perception can be influenced by factors related to the perceiver or the individual who is involved in the act of perception, perceived which refers to the object, event, or stimulus that is being observed or sensed, and the situation. Then, these factors are grouped into two parts, namely, internal and external.

#### **2.1.2.1 Internal factor**

Internal factors in perception come from the individual himself. This factor is influenced by a person's own psychology, for example feelings, thoughts, motivations, etc. Everyone has a different personality or characteristics that give rise to different perceptions from each individual.

Besides, experience also gives rise to a person's perception through what they have gone through in the past (Majid, 2022). It depends on the experience that happened to them,

for example when they have a good experience it can provide unforgettable memories and make someone happily perceive.

Therefore, these factors are related to what the individual sees, feels and experiences, which provides new idea or knowledge and ultimately gives rise to a view or perception about the object, event, and stimulus that is being observed or sensed.

#### **2.1.2.2 External factors**

Perception also does not only arise because of internal factors, but there are also several external factors that cause perception. These external factors can arise because they are influenced by cultural expectations and other people's behaviour which ultimately shape our perceptions.

In addition, based on (Mamgain, 2023) opinion, factors that influence the occurrence of perceptions from outside the individual or what are known as external factors can be obtained from the physical characteristics of the object being seen, the social and cultural norms surrounding the event, and the environment in which the perception occurs. Thus, the environment and events that occur around us are very influential in shaping our views on assessing objects and information or what we usually call perception.

Understanding these internal and external factors is crucial for appreciating the complexity of perception and how individuals make sense of the world around them. Additionally, it highlights the subjectivity of perception, as it is influenced by a combination of personal and environmental factors.

## **2.2 Kinds of Perceptions**

According to Irwanto (2002), individual perceptions can be divided into two types namely, positive and negative perceptions. It caused by influencing individuals' reactions and interactions with their environment.

### **2.2.1 Positive Perception**

Positive perceptions arise when individuals interpret stimuli in a favorable manner, often leading to constructive behaviors and positive emotional responses. For example, perceiving a challenging situation as an opportunity for growth can foster resilience and proactive problem-solving (Irwanto, 2002). Consequently, positive perceptions can lead to a more fulfilling and resilient approach to life. It can also promote a more positive environment.

Additionally, based on Faizal (2020), the meaning of positive perception is a cognitive process and an affective process that gives a positive meaning to the object that is perceived and is influenced by various things such as previous knowledge, needs, educational mood, and other factors, resulting in a positive perspective.

Based on theories above, can be conclude that positive perception can be interpreted as a person's perspective through the cognitive process of assessing an object that has been seen with positive emotional responses in an optimistic and supportive manner influenced by internal and external factors.

### **2.2.2 Negative Perception**

A negative perception occurs when stimuli are interpreted unfavorably, potentially resulting in detrimental behaviors and negative emotional states. This might include seeing a similar challenging situation as insurmountable, which can lead to stress, anxiety, and avoidance behaviors (Irwanto, 2002).

As a result, negative perceptions form closed-mindedness and resistance to change. It causes people who have negative perceptions are less willing to consider alternative points of view and only believe their own point of view, which can make it difficult to accept change.

### **2.3 YouTube**

YouTube was introduced in 2005 as an application for discovering, watching, and sharing videos. This app was created by Google to provide a forum for people to connect, inform and inspire others around the world from videos that have been shared (Sirait, Harahap & Handayani, 2021).

Thus, the information we get through YouTube can be used as a source of information about education, health and many others. However, if we use this application unwisely, it can become a tool for committing technological and internet crimes such as pornography, spreading fake information and news or we usually known as hoax, bullying, and etc.

### **2.3.1 Definition of YouTube**

According to (Gracella & Rahman, 2020) YouTube is known as an internet-based learning resource that can be applied when students feel bored or burdened reading learning material. Thus, this application can make it easier for teachers or students in the teaching and learning process.

Meanwhile, based on (Novawan et al., 2020) YouTube is a collection of videos with any theme and uploaded by users for personal, collective or organizational interests. Users of this platform can freely share any video, as long as it doesn't contain violence and sexual elements. Thus, viewers must be wise in choosing YouTube videos that are useful and educational, so that they are not adversely affected by YouTube videos.

Overall, YouTube is known as a video application which has played a significant role in democratizing content creation, providing a platform for people around the world to share their ideas, talents, and experiences with a global audience. It has become a powerful tool for learning language skills, especially speaking.

## **2.4 Language skills**

Language skills are defined as an individual's understanding of how to use language properly and correctly. In language skills, communication is an important element to determine the extent to which individuals express their feelings and thoughts (Anil, 2023).

Anil (2023) also added that the language skill components that a person must master consist of four abilities, namely listening, speaking, writing and reading. Those four abilities have become familiar to everyone in modern era. It is caused from the use of technology and internet in all fields makes it easier for someone to develop to develop their language skill.

Language skills are not only limited to a particular language, so everyone can apply it to any language they want to learn or use to communicate. The development of language skills can usually be through formal education, practice, exposure to native speakers, and involvement with various language-related activities.

In essence, our language skills can be normal or even decline if we only depend on the surrounding environment. There is a need for additional assistance such as technology and the internet to develop language skills because it provides unlimited information and material on how to improve language skills effectively.

#### **2.4.1 Speaking Skills**

In the context of language, speaking skills are related to an individual's ability to express thoughts, ideas and information verbally or verbally clearly and effectively. The use of speaking skills is closely related to communication with others. This activity implies the participation of two or more people who act as listeners and speakers. It is necessary to respond to what the speaking participants hear and contribute actively, with each participant having a particular intention or set of intentions in mind (Lestari, 2021).

According to Anil (2023), speaking skills are defined as when students want to try to express their thoughts and feelings clearly, they must use this skill to the maximum. Hence, the students have to continue to develop their speaking skill, so they can better in understanding information and sharing their ideas.

In English, speaking skills are something everyone wants to master (Wylie, 2020). It is caused almost all countries use an international language, namely English to communicate with each other (Leo et al., 2023). Practicing speaking English becomes difficult if we are not in an English-speaking country (Wylie, 2020). In fact, the main way to practice speaking skills to

the maximum is to keep talking. As a result, the use of video-based social media applications has become a tool that is often used in daily activities by everyone to hone their skills in sharing speaking videos, learning, or even practicing speaking skills through social media applications.

## **2.4.2 The Components of Speaking Skills**

Lack of understanding of the components of speaking skills makes everyone, especially students, unable to improve their speaking skills optimally. Sometimes, students only understand or master one component of speaking skills.

In fact, to become a proficient English speaker we must excel in key aspects of language use, such as pronunciation, grammar, vocabulary, and fluency. Thus, these elements can significantly impact the quality of our spoken communication (Kurniawan, 2019).

### **2.4.2.1 Pronunciation**

The way a word or language is pronounced, including the correct articulation of sounds, emphasis on syllables, and intonation or rhythm of speech, is what we usually know as pronunciation. It involves the phonological aspect that concerns the elements and principles within grammar, shaping how sounds and patterns operate in a language (Azzahra et al., 2019).

English pronunciation is intricate and perplexing due to the diversity of sounds within its vowel and consonant system (Maiza, 2020). As a result, non-native speakers often find it difficult to pronounce English words. To make it easier to learn pronunciation, the main thing you have to do is understand phonological rules and understand the various sounds and pronunciations of English words (Colle, 2022). Thus, there is a need for deeper learning regarding phonological rules and how to pronounce a word correctly.



Keep in mind that the improving of pronunciation skill is not merely to talk rapidly but to communicate with precision and clarity. Consistent and concentrated practice, along with interactions with native speakers, plays a crucial role in honing your pronunciation abilities.

#### **2.4.2.2 Grammar**

Grammar is very necessary for students when composing or using sentences correctly in English conversations (Kurniati et al., 2015). The use of grammar plays a very important role in forming a conversation that is easily understood by the person speaking. Consequently, grammar becomes an important element in communicating with other people, especially native English speakers.

Furthermore, grammar can help someone, especially students, acquire language skills both in spoken and written form if they study it correctly and seriously (Kurniati et al., 2015). Students can easily find out the extent of their development in speaking and writing English through the use of correct grammar. It is due to the increase in students' language skills which can be seen from how they apply grammar in speaking and writing, for example carrying out daily conversations in class or when constructing English sentences with correct grammar.

#### **2.4.2.3 Vocabulary**

Vocabulary in language skills is the ability to use a series of words varied and precisely to convey meaning. This ability has the benefit of increasing the richness and accuracy of communication. In terms of gaining accuracy in vocabulary, spoken language learners need to choose suitable words in appropriate contexts (Colle, 2022). Students occasionally use identical words or phrases in situations where they do not convey similar meanings. Thus, using

words and expressions correctly is a necessity for students to express the meaning of ideas and understanding of the material through their speaking skills.

The growth of vocabulary is an ongoing journey that extends throughout an individual's life, shaped by elements such as reading practices, exposure to various language settings, and deliberate efforts in learning languages. Therefore, to make our vocabulary skills strong can be done in ways such as, involving learning new words, understanding their meaning, and understanding how they fit into different grammatical structures.

#### **2.4.2.4 Fluency**

When discussing speaking skills, fluency indicates a person's ability to convey thoughts fluently, cohesively, and without apparent effort in verbal communication. In other words, fluency can be defined as when someone can speak freely without too many stops or hesitations (Azzahra et al., 2019). For this reason, the fluency can be supported by mastering a large vocabulary in order to increase a person's flow and confidence in speaking

Bohari (2019) believes that good communication can be seen from the ease and the speed at which speech flows. Fluency involves more than just speaking rapidly; it also encompasses sustaining a conversation that feels natural and has a well-maintained pace. Bohari (2019) also added that not everyone who is fluent in speaking or communicating can use language fluently. Therefore, it is necessary to practice speaking regularly to make you as a fluent speaker. It would be better if you practice with native speakers, and always involve communication every time in your daily activities.

### 2.4.3 Students` difficulties in Learning Speaking Skills

In learning a new language, sometimes there are several difficulties faced by students when learning the skills to speak the new language. According to Maji et al. (2022), Speaking difficulties are defined as problems faced by someone, especially students, when speaking or understanding spoken language. Maji et al. (2022), also added that these difficulties are usually influenced by 2 factors, namely, linguistic and non-linguistic factors.

Linguistic factors encompass a range of elements and facets within the examination of language that have an impact on or contribute to linguistic occurrences. These elements significantly shape the structure, utilization, and development of languages. The examples of linguistic factor problems faced by students are, lack of vocabulary, weak word pronunciation, and difficulty in using grammar.

Meanwhile, non-linguistic factors relate to the psychological factors of the language learner (Maji et al., 2022). The elements of this factor are related to shyness, anxiety, fear of making mistakes, mother tongue use, self-confidence and motivation.

In order to tackle these challenges, it is crucial for language teachers to establish an environment that is supportive and motivating, integrate diverse and interesting speaking exercises, and offer helpful feedback to assist students in gradually overcoming their difficulties. Moreover, encouraging consistent practice beyond the classroom and cultivating a positive mindset towards errors can enhance the development of speaking skills.

## **2.5 The Current Development of Learning Sources**

Educators are required to master information and technology in today's modern era, in order to produce a more interactive education in all fields (Sirait, Harahap & Handayani, 2021). The development of technology creates new learning styles in education. Maulina et al. (2022) stated, blended learning is one of the most popular new learning styles today, and usually uses learning media from social media or modern technology. In the pandemic era, blended learning is often used because the learning process can be carried out face-to-face and online. Therefore, this learning style is very useful for both teachers and students because it can be more effective.

In modern era, teachers have to develop learning materials that can increase student motivation in learning by implementing technological innovations in teaching and learning activities (Kartikasari, 2023). Technological developments in the current era make it easier for students and teachers to obtain learning resources that are easy to understand and interesting. These learning resources can easily be obtained from technology via the internet such as videos, game tools, educational blogs, podcasts and social media. As a result, teachers can easily adapt learning materials to students' current needs.

The developments or changes in the acquisition of learning resources have had the biggest impact on changes in the education system that occurred in the pandemic era where teaching and learning activities no longer focus on teachers but instead focus on the use of technology and information sources on the internet.

### **2.5.1 Learning English Using YouTube**

Video sharing platforms such as YouTube can be used as a tool in acquiring, improving or mastering English in an easy and practical way for everyone. Learning with this platform

can cover various aspects of language learning, such as vocabulary development, listening comprehension, speaking practice, and cultural immersion.

Furthermore, Meinawati et al. (2020) utilizing YouTube enables students to witness native speakers' conversations in videos and providing them with an opportunity to hone their mimicry, expression, intonation, and vocabulary skills while enjoying the process and building their confidence in speaking. Thus, students can easily find partners to learn English well and correctly, especially regarding students' speaking skills via YouTube.

Learning English via YouTube can run optimally if we combine learning using YouTube with other language learning activities, such as reading, writing and speaking, to ensure a comprehensive language development experience.

### **2.5.2 The advantages of learning speaking skills through YouTube**

YouTube can be an effective and easy way to learn speaking skills and improve your oral communication skills in a foreign language or any skill that involves speaking. Based on the results of research from Kristiani (2021), it shows that there are several benefits to be gained when using YouTube as a learning tool to improve speaking skills.

First, YouTube provides various kinds of videos that show good speaking models to learners, especially students. The availability of video broadcasts such as podcasts on YouTube, for example on the well-known VOA (Voice of America) channel, can provide in-depth video conversations about information or problems that are currently occurring in Podcast videos (Leo et al., 2023). It can help them speed up the addition and mastery of vocabulary, thereby making students more confident in communicating. Second, the aspect of fluency in pronunciation has increased because there are many videos on YouTube that provide students with good and correct pronunciation. It can make students have fluency in

communicating without hesitation or nervousness. Lastly, students can improve aspects of their performance when speaking in presenting something. It caused by the availability of tutorials videos on YouTube that discussed about how to speak well and correctly when presenting something in public.

The use of YouTube is only as a complement to a comprehensive language learning program, even though it offers many benefits and conveniences for its users, especially students. Regular practice, interaction with native speakers, and varied learning activities will contribute more to speaking proficiency.

### **2.5.3 The disadvantages of YouTube in Learning Speaking Skills.**

According to Damayanti & Marufah (2022) there are several disadvantages to YouTube for learning speaking skills. First, when learning speaking skills independently via YouTube, students find it difficult to correct mistakes in practicing speaking because they don't get feedback. Second, students and YouTube users need a strong connection to access speaking practice videos. It can be a barrier for students who live in areas with weak internet connections to access YouTube for learning speaking skills. Third, students cannot learn to speak optimally on YouTube because the appearance of advertisements in videos makes them unable to focus on listening to the information in the videos. As a result, students become lazy to continue studying and practicing speaking via YouTube.

There needs to be other alternative learning sources for language learners and teachers to overcome these weaknesses, for example using language learning applications other than YouTube such as Duolingo, etc., taking online language courses, and creating a comprehensive language learning strategy that includes a variety of activities can result in greater skill development.

#### **2.5.4 The Implementation of YouTube in Speaking Class**

Implementing YouTube in speaking classes can help improve language learning in a dynamic and effective way. Language teachers must make learning more enjoyable so that students are motivated to learn speaking skills. According to ÇAKIR (as cited in Qomaria et al., 2021) state “There are some techniques for video implication in the classroom” which can help students to improve their speaking skills and make easier for teacher in teaching activities especially, in speaking class. It involves several teacher and student activities, such as: Active viewing, Freeze farming and prediction, Sound on and vision off activity, Repetition and role play, Reproduction activity, Dubbing Activity, and Follow-up Activity.

The first activity is active viewing. This activity encourages students to watch the learning materials videos from YouTube and answer questions orally that have been provided by the teacher, then taking notes while watching videos on YouTube to answer the questions.

Second is Freeze farming and prediction. In this activity teacher ask questions about a particular scene, to attract students' attention by pausing the video on YouTube and explaining some of the words and expressions in the video.

Third is silent sound on and off vision of activity. This activity motivates students to ask questions and guess what is happening visually based on the dialogue in the video by teacher provides a video without showing the actions carried out by the characters.

Next activity is repetition and role play. In this activity teacher explains several difficult languages from the video, after that invites students to play roles according to the dialogue shown. It aims to provide opportunities for students to apply their speaking skill based on the dialogue they learn.

Fifth activity is reproduction activity. In this activity the teacher asks students to retell what was happened in the video. It helps students to remember the materials in the video and increases students` willingness to speak.

Sixth activity is Dubbing. This activity invites students to fill the missing dialogues by watch a video without sound. It aims to train and apply students` pronunciation of the missing words based on the dialogue.

Last activity is follow up. In this activity, the teacher ensures that videos on YouTube cab be used as further activities and are useful for students in practicing and developing speaking skills.

In using these techniques, teachers must pay attention to the specific needs and proficiency levels of students. It aims to adapt techniques that are suitable for students and accelerate the development of students' speaking skills.

