

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Description of Theories

1. The Concept of Speaking

Communication is never absent in humans's lives. Communication takes place in two ways i.e spoken and written. The first mentioned refers to the kind of communication which occurs through producing sounds while the second mentioned occurs through producing written symbols. Between speaking and written communication, spoken happens more frequently in a human's daily life. People spend thirty percent of their time speaking and only nine percent on writing.¹ Due to the high frequency, speaking becomes the main purpose in learning a second or foreign language. Owing to the high frequency of occurrence, it is essential to understand what speaking is.

a. Definitions of speaking

Spoken English is one of the four major skills to master English. Speaking is a tool of communication and very important in learning a language because as a social creature humans need to interact one and another to express ideas and thoughts to arrange and persuade others and it is used because someone's purpose in learning a language is to be able to communicate the language. "speaking is the active use of language to express meaning so that other people can understand it".² Furthermore, in speaking there is a process of transferring information between the speakers and listeners.

¹Ferguson, *Communication Skills 2nd Edition* (New York: Ferguson Publishing Company,1998), p. 3.

²L. Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), p. 64.

According to Oxford Learner's Pocket dictionary by Oxford University press that speaking is talking to somebody about something or using your voice to say something, be able to speech or use a language, make speech to an audience.³

People use speaking ability to communicate with other people through expressing ideas, sharing opinions, revealing feeling, exchanging arguments and discussing something. "Speaking is the term of capability which expresses the main thing we want to extend".¹ In addition, "speaking is the verbal use of language to communicate with others".²

According to definition of speaking above, we could find some important points about speaking as follow:

1. Speaking is one of the four macro skills necessary for effective communication in any language, especially when the speaker does not use his native language.
2. Saying something from the feeling and mind means that speaking involves human mental processes. Besides, words being spoken show particular meaning such as ideas, beliefs, or emotional states.
3. Speaking is not only about saying something, speaking is more complex than it is assumed. A speaker requires grammar and linguistic competence which means consisting of understanding about phonology, syntax, and pragmatism to make the listener understand us.

³A.S. Hornoby. *Oxford Learner's Pocket Dictionary*. Third Edition (Oxford University Press. 2007)

¹A. Kaharuddin Bahar, *Interaccional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p. 1.

²G. Fulcher, *Testing Second Language Speaking* (Harlow: Longman/Pearson Education, 2003), p. 79.

b. Aspects of Speaking

Speaking skill is one of the most important skills to be taught for English department students. Most activities in speaking class are oral presentations. However, there are many students admitted that they have obstacles in speaking performance. Speaking skill itself has component they are:

1. Grammar

According to Levinson, relations between language and context that are grammaticalized, or encoded in the structure of a language.³

2. Pronunciation

Pronunciation strongly influences the meaning in language. Pronunciation is one of important components in speaking skill therefore, many learners of foreign languages feel that their ultimate goal in pronunciation should be “accent free” speech that is indistinguishable from that of a native speaker.⁴

3. Vocabulary

Vocabulary refers to an appropriate dictionary for communication. Without sufficient vocabulary, we cannot communicate effectively, nor can we express our ideas verbally and in writing. This means that vocabulary is the most important thing to master. For students, help them speak easily. When learning a second language, learners really must have a lot of words. The richer words used by learners make it easier for them to understand what their communication partners are saying.

4. Fluency

³Mariane Celce Murcia and Diane Larsen Freeman *the Grammar Book* (Boston: Library of Congress Cataloging in Publication Data), p.5.

⁴H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy* (U.S.A, A Paramount Communications Company, 1994), p.259

It is considered as a "skill to keep moving forward when speaking spontaneously". It is best to let the voice flow first, and then overflow part of the voice to reach an understandable level. The speaker should say these words naturally. Fluency is the ability of a speaker to pronounce quickly, well arranged and easy to understand.

5. Accuracy

Use the correct vocabulary, grammar and pronunciation through controlled and guided activities. The speaker should express words clearly, grammatically and phonetically. Accuracy refers to the degree to which learners use the language system correctly, including their use of grammar, pronunciation, and vocabulary.

c. Types of Speaking

There are six types of oral productions expected by students in class: they are imitative, intensive, responsive, transactional, interpersonal and extensive. The description of these categories is as follows:

1. Imitative

Imitation is to focus on certain elements of the language form, not for meaningful interaction. Exercises provide students with opportunities to listen to and verbally repeat certain languages that may cause language problems.

2. Intensive

Intensive spoken language goes beyond imitation and includes any spoken performance in phonetics or grammar aimed at practicing the language. Intensive language can be spontaneous and can even form part of some work pairs.

3. Responsive

This means that students will respond briefly to ask questions or comments. These replies are usually sufficient and do not extend to the dialogue. Such words may be meaningful and true. In the classroom, many students' speeches are sensitive.

4. Transactional

Transactional language, which is executed for the purpose of conveying or exchanging specific information, is an extended form of response language.

5. Interpersonal (Dialogue)

In addition to the above types, it is also called interpersonal communication. The purpose of this is more to maintain social relations than to transmit facts and information.

These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a) A casual register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang

6. Extensive (Monologue)

Monologues can take the form of oral reports, summaries or short speeches. Here, the register is more formal and deliberate. These monologues may be planned or improvised.⁵

⁵H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Fransisco; State University, longman 2001), p. 266.

These types of oral performances can help teachers determine the students' oral level and provide them with appropriate materials based on their level. These categories can also help teachers determine what to do in the classroom. Teachers can use them when designing tasks to evaluate spoken language.

d. Function of Speaking

According to Brown and Yule in Richards, speaking has two functions. as follows:

- a. Talk as interaction: Refers to what people usually do in communication is "dialogue", and describes the interaction that mainly serves the society. People interact with each other by exchanging greetings when they meet because they want to make friends and establish and maintain social relationships.
- b. Talk as transaction: Refers to situations that focus on what is said or done. As the focus of transactions is information, not how they interact socially. As a transaction, there are two types of conversations, the first one focuses on providing and receiving information, the second one focuses on obtaining goods or services.⁶

⁶Burns, A, *Collaborative Action Research for English Language Teachers* (Cambridge: Cambridge University Press, 1999)

e. Factors Influencing Learner's Speaking Competence

1. Cognitive factors

Hughes believes that their spoken English is full of hesitation, wrong start, grammatical errors and limited vocabulary⁷. Besides, Levelt emphasized that the process includes conceptualization, formation and expression. Conceptualization involves selecting the information that will be used to express meaning. Formulation refers to the speaker's ability to decide which word to use in the appropriate grammatical structure, while pronunciation requires the speaker to use his articulatory organs to express speech.⁸ Since these three processes all happen at the same time, it is possible for learners to make mistakes especially in face-to-face communication.

2. Linguistic factors

According to Saunders and O'Brien, the correct use of language forms is very important for students' language proficiency. Language factors include multiple functions, such as pronunciation, grammar, and vocabulary. Goh Chok Tong pointed out that people believe that pronunciation plays an important role in understanding phonetics. In addition, grammar also plays an important role in learning English structure, but learning grammar with proper pronunciation is more important than learning to use grammar correctly.⁹

3. Affective factors

It is assumed that anxiety and self-limitation will affect the learner's oral level. Anxiety is the most important emotional factor hindering the learning process.

⁷Hughes, R. *Teaching and Researching Speaking* (Edinburgh: Pears Education, 2003)

⁸Levelt, W. J. M. *Speaking from Intention to Articulation* (Cambridge: MIT Press, 1989)

⁹Goh, C. C. M, *Teaching Speaking in the Language Classroom* (Singapore: SEAMEO Regional Language Centre, 2007)

Worrying about being "wrong, stupid or difficult to understand" will completely affect the learner's oral performance. Most EFL learners feel stressful in class, especially when they are asked to speak in class without any preparation. Shu Min emphasized that if learners are too nervous, they will be helpless or lost due to the language, which completely affects their academic performance in foreign language classes.¹⁰ Because the ability to take risks is seen as the essence of "successfully learning a second language".¹¹ EFL learners should be encouraged to speak bravely in order to gradually improve their oral skills, because people believe that motivation is the most important factor that educators can target to promote learning.¹²

2. The Concept of YouTube Video

a. The Definition of YouTube Video

YouTube videos are one of the audiovisual media because we can see pictures and hear sounds. Richards proved that by using YouTube, anyone who learns to use English can be better able to solve problems and become better communicators.¹³

According to YouTube statistics, hundreds of millions of videos are watched every day. The pivotal fact is that 51% of users visit the site at least once a week, and 52% of users aged 18 to 34 share videos (YouTube) with others. In addition, 77% of users intended to watch only one video, but ended up watching more (pure media). It

¹⁰Shumin, K. *Factors to Consider: Developing Adult EFL Student Speaking Abilities*. In J. C. Richards & W. A. Renandya (eds.), *Methodology in Language Teaching: an Anthology of Current Practi* (Cambridge: Cambridge University Press, 2002), p. 204-211.

¹¹Brown, H. D. *Principle of Language Learning and Teaching* (White Palins, NY: Pearson Longaman, 2007)

¹²Olson, G. *Motivation, Motivation, Motivation Secondary-School-Educator*. Retrieved from <http://934/http://7-12educators>

¹³Richards, J. C. *the Language Teaching Matrix* (New York: Cambridge University Press, 1990), p. 67.

ranks fourth among the largest websites on the Internet and number one (Clean Cut Media) among the largest video sites with 300 million (and increasing!) monthly visits.¹⁴ Urrichio insists that YouTube as a kind of "experimental laboratory" may be closely related to the future of TV, but is in crisis, and questioned whether YouTube can be regarded as the next generation of TV. Grusin points out in the same way: "YouTube has played a better role for television in the online public world".¹⁵

YouTube is a form of entertainment that tells a story through sound and a series of images, giving people a feeling of constant motion. YouTube is one of the languages of instruction. This is very useful because it can make students more interested in learning. Sometimes students are bored with English lessons, therefore students need entertainment. YouTube is one of the modern media that is suitable for the use of ICT (Information Communication and Technology).

YouTube is the world's largest and most popular online video site, especially the Internet. Currently, YouTube users are of all ages, from children to adults. Users can upload videos, search, watch videos and discuss videos, share video clips, and conduct live seminars or online teaching. Millions of people visit it every day, especially throughout the pandemic (Covid 19). Therefore, YouTube has the potential to be used as a medium for learning English.

b. The Use of YouTube Video

The use of YouTube videos in the classroom is a recent example of growth in higher education. Due to the popularity of low-cost digital recording tools (digital

¹⁴Lucia Vesnic-Alujevia & Sofie, V. B. "Youtube: A Political Advertising Tool? A Case of the Use of Youtube in the Campaign for the European Parliament Elections" (Journal of Political Marketing, 20014), 13:3, 195-212.

¹⁵Grusin, R. *Youtube At the End of New Media*. In P. Snickars and P. Vonderau (eds). *the Youtube Reader* (Stockholm, Sweden; National Library Of Sweden, 2009), p. 60-67

cameras and camcorders, mobile devices, etc.), and the development of software such as streaming media (that is, viewing video files), the integration of this ICT in the classroom is particularly easy to achieve. Or listen to audio files while downloading) and the potential for expression and communication in visual media. In addition, YouTube is the third most visited website in the world, second only to Google and Facebook, and watching videos online is a common trend among young people. In fact, "digital natives" are very familiar with these applications because they grew up in a society characterized by new information technology.¹⁶

Early evidence shows that compared with YouTube integration, the positive impact is greater than the negative impact.¹⁷ Following the pioneering university of California (Berkeley), other universities have launched their own YouTube channels with diverse application areas, such as medicine, sciences and arts.¹⁸ Using YouTube as a platform for publishing educational videos may help it to facilitate the search for videos on related topics, promote collaboration between students, teachers and students, and help their learning process, share content in real time, and obtain feedback from students. The entire channel or specific video playback is also very convenient.¹⁹

In addition, in the introductory sociology course for mature and international students, a UK case study using YouTube videos in learning and teaching found that

¹⁶Mayer, R. E. *Multimedia Learning Second Edition* (Cambridge University Press, 2009)

¹⁷Clifton, A. & Mann, C. *Can Youtube Enhance Student Nurse Learning?* (Nurse Education Today, 31(4) 2011)

¹⁸Everson, M., Gundlach, E., & Miller, J. *Social Media and the Introductory Statistics Course* (Computer in Human Behavior, 2013), 69-81

¹⁹Chan, Y. M. *Video Instructions as Support for Beyond Classroom Learning* (Procedia Social and Behavioral Sciences, 2010) 1313-1318

using YouTube is an effective way to support learning. Through case studies and student artifacts, the author speculates that YouTube helps students learn by providing alternative views and opinions on the subject, various delivery mechanisms, and daily use examples to illustrate the main points.²⁰

Eick and King focused on a comprehensive science course for non-science majors, using video clips of embedded content from YouTube to study students' views on how videos interest them and increase their interest and understanding. After analyzing the survey feedback, they concluded that these videos help keep students' attention, arouse people's interest in science, support conceptualization through visualization, provide students with clues and memory connections, and clarify understanding.²¹

c. Types of YouTube Video

According to the previous knowledge provided by researchers Kousha, Thelwall and Abdoli, there are three types of YouTube videos. They are arts and humanities, natural and formal science videos, and social science. In addition, there is a new type of video that students usually watch, namely vlogs.²²

- 1). Humanities and arts. YouTube provides entertainment media which includes music, songs, animation, comedy, TV shows, and dance. According to Kousha, Thelwall and Abdoli, arts and humanities are divided into several categories,

²⁰Tan, E., & Pearce, N. "Open Education Videos in the Classroom: Exploring the Opportunities and Barriers to the Use of YouTube in Teaching Introductory Sociology" (Research in Learning Technology, 2012), p. 128-137.

²¹Eick, C. J., & King, D. T., Jr. "Nonscience Majors' Perceptions on the Use of YouTube Video to Support Learning in an Integrated Science Lecture" (Journal of College Science Teaching, 2012), 26-30.

²²Indah Norfika, "EFL Students' Voices: the Role of Youtube in Developing English Competencies" (Journal: Foreign Language Teaching and Learning, 2019), Vol 4. NO. 1

including music, dance, film, animation, comedy, TV shows. And humanistic documentaries. Khan suggests that films motivate students to study natural or formal science education or hobbies, as well as natural or formal science academic lecturers.

- 2). Social sciences. YouTube looks like it will replace TV. People like to watch YouTube on TV, because YouTube can watch content on TV. According to Kousha, Thelwall and Abdoli, the social science category contains several videos, such as advertisements, news or address books, activism and business, politics, social science documentaries, and academic lectures by social scientists.
- 3). Vlog. Vlogs are one of the most visited videos on YouTube. A video blog or video blog based on Baran combines images, audio, film and text to communicate with viewers. In addition, there are many types of video blogs, such as beauty video blogs, tutorials and reviews. Westenberg points out that YouTubers comment on products, and most users think they are honest reviews. Saiful points out: "YouTube vlogs are a way to form a digital community and share the real activities and ideas of people from all over the world".

d. YouTube for Language Learning

The contribution of YouTube to education did not go unnoticed. Oliveira and Viggiano claim that according to YouTube, 65% of users access the platform when they want to learn something. Furthermore, educational content is watched 500 million times a day every day and is watched four times longer than cute kitten videos. Not surprisingly, on November 11th, 2013, Google launched YouTube EDU (YT EDU), a special part of the platform exclusive for learning. According to Galastri, YouTube EDU is a complement to the traditional class and its aim is to

provide content that students and teachers can use inside and outside the classroom. It contains reliable channels of different school subjects as well as internet safety tips.

Moreover, the use of YouTube videos as a teaching medium in speaking class gave a new atmosphere for the students. The student showed positive attitudes towards speaking lessons. The students become more active and enthusiastic both in responding to the researcher and in finishing the task given. The students' attitude toward speaking got better. They were not reluctant anymore to speak. It was not hard to ask them to present their monologue in front of the class. They were interested and motivated to join and to get involved in the teaching learning process. They were also more responsible in finishing their task both individual and group tasks. There were great enhancements in the students attitude toward speaking lessons and students' speaking skill.²³

Many popular YouTube channels can be implemented to learn English grammar. The Voice of America (VOA) Learn English YouTube channel provides more than 2,996 free videos and more than 669,668 subscribers. This channel can help people learn news reports with subtitles, but the reading speed is slow, so they can learn American English and so on. The channel also provides many videos from different topics, such as "Daily Grammar", "American Story", "News Glossary", "Health Report", "Agricultural Report", "Economy Report", "Education Report", "Technology" Report" and let us learn English, which includes pronunciation and word comprehension functions.²⁴

²³Novie, A. "Enhancing Students Speaking Skill by Using Youtube Video" (Journal Article: English Education, 2018), p. 278.

²⁴Lailatul. M. Et. Al, "Students' Understanding on Simple Past Tense through VOA Learning English YouTube Channel", English Language in Focus (ELIF), 1(2), 89–94.

In addition, the website Lyrics Training (lyricstraining.com) uses music videos from YouTube on its game, which consists of filling the gaps of popular song lyrics. Another website that features YouTube is YouGlish (youglish.com) which dedicates to demonstrating the pronunciation of English words in American, Australian and British accent. Nowadays, educators are also using ted-talks from TED (ted.com) in their classes in order to work with different English skills. In fact, the website also provides a section called TedED (<https://ed.ted.com/lessons>) in which educators can make lesson plans based on talks and share on the platform.²⁵ In fact, there is still a lack of studies regarding teaching English on this platform. This may be partially dangerous since anyone could upload a video explaining something about the English language in a wrong way or without providing enough input to make learners understand the content.

YouTube is such a great platform to learn English free, where there are so many channels of YouTube teachers that publish free weekly videos for everybody. Sometimes they do live classes and the students can choose a YouTube teacher that they feel a nice connection with (e.g YouTube teacher vocabulary, grammar, pronunciation, expression etc) . When the students feel a connection with that teacher then watching their lessons is going to be an enjoyable experience. Most of the channels add subtitles to their videos, YouTube automatically generates subtitles for those videos. So the students can follow and imitate the subtitles of the video. YouTube also has an option of reading subtitles in English or the mother tongue but

²⁵Aline Fay. D. A. Et. Al, "Teaching English through YouTube: Grammar Video Analysis of Three Brazilian YouTube channels Dedicated to EFL Teaching" (English Review: Journal of English Education Volume 8, Issue 1, 2019), p-ISSN 2301-7554.

using subtitles in English is a better way. This can really train the students' listening skills by listening to the speaker and seeing exactly what they are saying at the same time.

The other features that are more interesting in YouTube is we can change the speed of the video we are watching, choose a speed that is easier for us to understand the message from the video.

3. The Concept of Students' Perception

a. The Definition of Perception

Altman describes perception as a way of selecting and classifying stimuli, so that they can be interpreted meaningfully. This is a person's view of reality. Kreitner and Kinicki believe that Perception is a psychological and cognitive process that allows people to interpret and understand the surrounding environment. Mozkowitz and Orgel believe that perception is a global response to a stimulus or series of stimuli. From this definition, perception is seen as a response to stimuli or the surrounding environment. The response will then be interpreted as meaningful information about the stimulus.²⁶

Tony Malim, "Active Perception." Receive data from perception to establish perception hypothesis. The personal experience of the world and the expectations gained from experience provide the means to test hypotheses. The perception hypothesis is the first guess about the meaning of sensory data based on experience.²⁷

²⁶Wahyu Dewi, "Students' Perception Towards Teacher's Written Feedback" (Yogyakarta, 2013) Unpublished Thesis of State University of Yogyakarta, p. 27

²⁷Tony Malim, *Cognitive Processes* (London Macmillan Press, 1994), p. 57.

Paul M.W: Perception is not just a simple feeling. It is generally believed that perception is the recognition, organization and interpretation of sensory data.²⁸

From the discussion of perception by some of the experts above, it can be concluded that perception can reproduce past experience, because if people can see something earlier than people who have never seen it before, they can easily recognize it. . Perception does not have to provide us with an accurate view of the werewolf. It is perfectly refined in Avery (Every). The important thing is that perception can provide a useful world view, in which useful means can interact safely and effectively in the environment. . Perception also means the ability of a person to see, hear or realize something through the senses.

b. The Nature of Perception

Perception is a biological process, because in order to perceive information about world events, it must be registered by the sensory nervous system.²⁹ It records perceptions and interprets sensory information from the environment, such as light that guides behavior. In addition, psychologically, Mike May defines perception as something that must be observed and understood in his book "Senses and Perceptions".³⁰ Apart from that, Santrock also argued that "perception is an interpretation of what is perceived".³¹ For example, information about the physical event of touching the ear can be interpreted as musical sound. It can be concluded

²⁸Paul M. W, *Psychology and Philosophy of Abstract Art: Neuro-Aesthetics, Perception and Comprehension* (London: Palgrave Macmillan,2016), p.131

²⁹Randolph Blake, Et Al, *Perception, Fifth Edition* (New York: McGraw-Hill Companies, 2006), p.2

³⁰Mike May, *Sensational and Perception* (New York: Chelsea House, 2007), p. 1.

³¹John w. Santrock, *Life Span Development, 13th Edition* (New York: McGraw-Hill Companies, 2001), p.132.

that perception is the process of interpreting information through the human sensory system.

c. Factors of Perception

The decision maker in your audience uses three senses to evaluate you and your credibility: sight, hearing, and touch. That is, their perception of you is formed by how they see you, hear you, and feel about you. I call these the visual, vocal/verbal, and relational factors of perception.

- 1). First, the visual factor considers how the audience sees you. The goal is to hone your body language, dress, appearance, grooming, executive presence, the room setup, and environment. You need to be intentional and conscientious about everything the decision makers see in order to craft a positive perception through their eyes.
- 2). Next is the vocal/verbal factor, how your audience hears you. The objective in this area is to enhance your voice tone, vocal variety, and use of persuasive words and phrases while applying persuasive logic to your presentation structure. The goal: every word and phrase you say reinforces the audience's perception of you as authoritative, intelligent, and well prepared.
- 3). The third sense, touch, is the basis of the relational factor. It refers to how the audience feels about you. Do you and your message "touch" them in a meaningful and a positive way? This factor includes physical touch (giving a confidence handshake, for example) as well as emotional touch (such as developing rapport and creating a positive connection with the audience). Your

audience focus, customized message, friendly demeanor, humor, and attention to detail create trust and emotional appeal.³²

Someone perceptions towards one object is influenced by some factors, according to Bimo Walgito, those factors are the following:³³

1. Object is perceived

The irritant raises the sensory organs or receptors. Stimulus can come not only from outside the individual, but also from the individual itself. In fact, most of the stimulation comes from individuals.

2. Sensory organs, nerves, and central nervous system

Sensory organs or receptors are some means of receiving stimulation. In addition, there should be a sensory nerve as a means of continuing to receive receptor stimulation of the central nervous system.

3. Attention

To realize perception, someone needs to pay attention, which is the first step to perceive the object. Attention is the concentration or concentration of all individual activities of something or objects.

d. Aspects of Perception

Perception cannot be separated with the sensory system because according to Robbins, perception is a process in which each individual organizes and interprets their sensory impressions to make sense.³⁴ However, according to Walgito,

³²Darlene Price, "Well Said! Presentations and Conversations that Get Results" (Printed in the United States of America, 2012), p. 30-31

³³Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi, 2004), p. 89-90

³⁴Nancy Lankton and Stephen P Robbins, *Foundation of Organizational Behavior* (New Jersey: Prentice-Hall, 2002), p.31

perception contains three components that create a behavioral structure. They are cognitive, affective, and conative. The cognitive component is a component related to science, opinion, belief, and intellectual aspects. Affective components are part of the emotional aspects of the socio-psychological factor. And the conative component is related to habit.

The cognitive component that has some correlation with the intellectual aspects cannot be separated by the audiovisual aspects that play an important role in giving information to people, according to Andrew Lotto and Lori Holt, in the study of cognitive sciences, auditory perception sometimes treated by some people as a secondary system behind visual perception.³⁵ Although auditory perception plays an important role in the early development of cognitive science, auditory cognitive science has subsequently lagged behind its visual counterpart.

1. Perception of audio

Sound is pressure changes in air or another medium. While perceptual sound is the experience we have when we hear. It can be assumed that the perception happens in sound when we hear the sound. Every sound physically consists of sinusoidal signals. These signals lead to a special feeling of pitch and timbre. It also determines whether the sound is perceived as a pure tone (a sinusoidal signal), a complex tone (various harmonic signals) or as noise without a pronounced pitch (various non-harmonic signals).

2. Perception of video

³⁵Andrew Lotto and Lori Holt, *Psychology of Auditory Perception* (New York: John Wiley & Sons, 2010), p.1

The video is a combination of moving pictures and sound. While watching a video, there is some process of transferring the information to the visual sensory system. By the process of transferring, someone can get the information and can make a correlation with their previous knowledge. After combining the new information and the previous information, they can have a perception of it. It means that previous knowledge can make a different result of someone's perception.

e. Perception and Learning

Perception and learning are related. Atkinson, as quoted in Kaymaz, explained that perception is defined as the process by which one organizes and interprets stimuli in the environment.³⁶ Then, learning is defined as a relatively permanent change in behavior due to experience.³⁷ It refers to a personal experience of the world, hence, when one perceives something through his or her environment, he or she then learns it and somehow puts it into practice.

Classroom learning environment refers to an environment or space where teachers and students interact with each other and use a variety of information tools and resources with each other and use a variety of information tools and resources in their pursuit of activities.³⁸ Therefore, If students realize that their learning environment is not favorable, the students' learning may not be effective. In other words, without positive perception, students may have little chance of adequately learning.

³⁶M. Kubra Kaymaz and Mine Sungur, "the Effect of Knowledge Acquisition Levels on Perception in art Education" (Anadolu Journal of Educational Sciences International, Art Education Special Issue, 2015), p.265.

³⁷Raygor, *the Science of Psychology* (New York: Harcourt College Publishers, 2005), p. 236.

³⁸Sunday A. Adeyomo, "the Effect of Teachers' Perception and Students' Perception of Physical Classroom Learning Environment on their Academic Achievement" (International Journal Of Education Research and Technology, 2011), vol. 2 issue 1, p. 75.

B. Previous Related Research Findings

Students of the English Department of the National Islamic Institute of Tulungagung have previously written some research, entitled "The Effectiveness of Information and Communication Technology on the Vocabulary Mastery of the First Year Students of the MTsN Tulungagung in academic year 2012/2013". Through Sujiarti, researchers combine experimental research design with quantitative methods and compare the differences between the scores of each student before using ICT and after using ICT, and using pre-test and post-test and then Describe the effect of using ICT in teaching vocabulary.³⁹

The second previous study on YouTube videos conducted by Suparno in this research is about improving students' oral English skills: 1) the teaching and learning process is boring; 2) the students are not motivated during the teaching process; 3) the students are interested in extracurricular activities There is more attention. Secondly, the students' speaking ability has been improved and they can obtain information. Third, YouTube videos not only provide students with movies, but also provide them with models. Finally, YouTube videos make students more active in the teaching and learning process, for example, students can search for YouTube videos, practice speaking, and share and discuss with friends.⁴⁰

Supiyati's research on the use of audio-visual aids to improve students' oral skills showed that the use of audio-visual aids is: 1) the students' oral ability has been improved; 2) the students are more active in activities and they have a high level of

³⁹Sujiarti, "the Effectiveness of ICT Technique Toward Students' Vocabulary Mastery of the First Grade Students of MTsN Tulungagung" (Tulungagung, 2013) Unpublished Skripsi of STAIN Tulungagung.

⁴⁰Sirrul. M. "Utilizing YouTube Videos to Enhance Students' Speaking Skill" (Sebelas Maret University, 2011), Unpublished Thesis of Sebeleas Maret University, p. 20

power. Students are more active in taking oral English classes. They are active in group work and individual work. 3) Use audio-visual teaching aids to improve classroom conditions. The classroom situation is more active. By using the language, students will feel happy and motivate them to use the language. 4) The quality of the teaching and learning process is significantly improved. Some students who did not attend classes have decreased. The classroom conditions are pleasant and the students' grades have improved greatly. This shows that the quality of the teaching process has improved significantly. Audiovisual can create interesting activities, and she uses appropriate media in the teaching process. Therefore, the students in the class no longer feel bored and shy. On the contrary, if students are bored, they will lose attention to the teaching process. As a result, students will not be able to attend classes easily because they lose interest and participants.⁴¹

In addition, there were several other research reports written by students of the English Department of the Islamic University of Toulonga. Riski Elisa Amilia is titled "Using role-playing techniques to improve the effectiveness of SMPN II Pogalan Trenggalek's eighth grade students' oral skills". Riski's research quantitative methods. Describe the effectiveness of role-playing in speech by comparing the scores of students before using role-playing to teach children and before using role-playing to teach children and using pre-test post-test.⁴²

Based on the above content, the researcher used YouTube videos for oral teaching research. Compared to the previous one, The research method is different. In

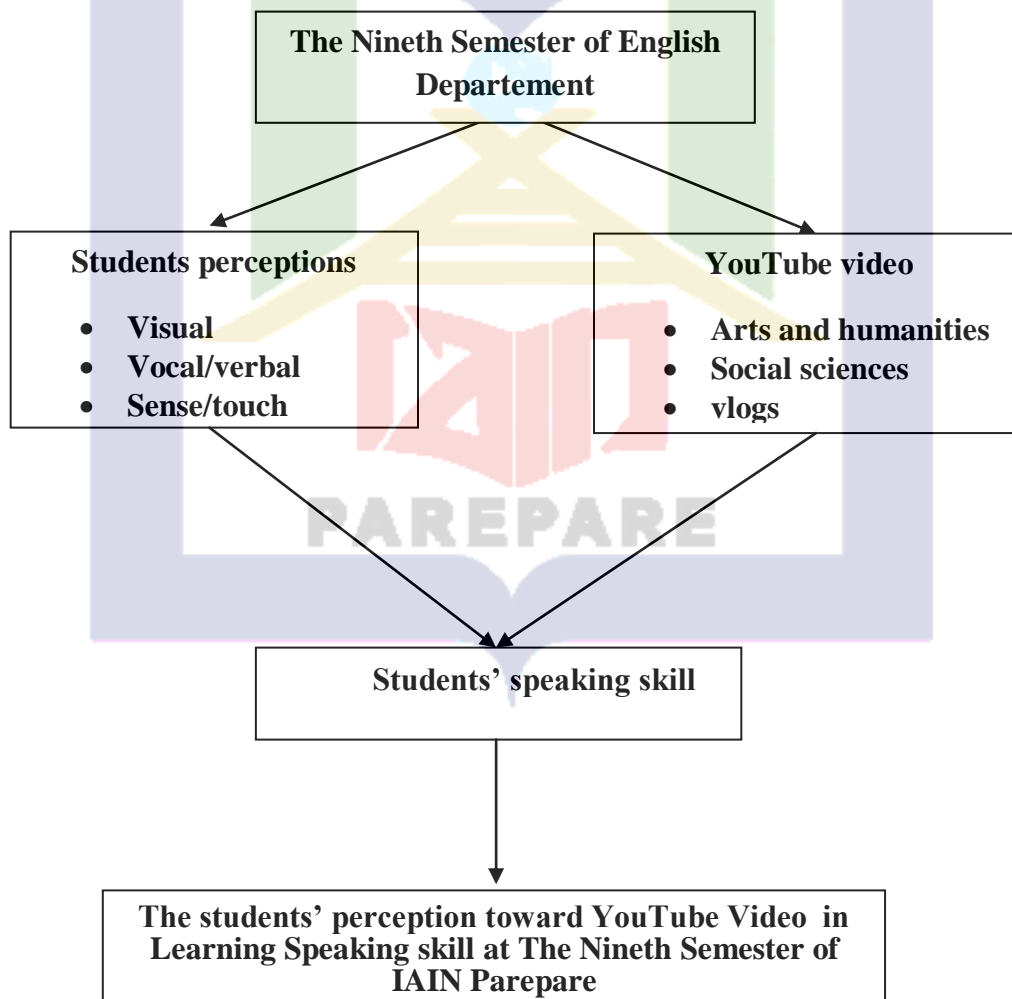
⁴¹Supiyati, "Improving Students' Speaking Skill by Using Audio-Visual Aids in Class" (Sebelas Maret University. 2010) Unpublished Thesis of Sebeleas Maret University.

⁴²Riski, "The Effectiveness of Using Role-Play Technique to Improve the Students' Speaking Ability to Eight Grade Students" (Tulungagung, 2015), Unpublished Thesis of STAIN Tulungagung. P, 24

general the researcher uses experimental research design with quantitative approach using pretest posttest each of them. However, in this study, researcher also used a quantitative approach but using Descriptive-survey and collecting data through five point likert scale surveys. where the researcher would only distribute questionnaires to students without any treatment. to measure students' perceptions of YouTube video in learning speaking skill.

C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagrams:



In diagram above, there are two steps of the research will explain more :

1. Questionnaires Form

The researcher spread the questioners on google form about their perception about learning by using YouTube, the questionnaire would find out the positive side and negative side of the learning process on speaking by YouTube video.

2. Analyzing data

The researcher will analyze data about the students' answer from questionnaires.

