

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the research. The theories are related to the use of YouTube in teaching and learning English language writing.

2.1. Literature Review

2.1.1. Writing

1) Definition of writing

Chastain (1998), cited in Quvanch & Na (2020), defines writing as “a basic communication skill and a unique asset in the process of learning a language” (p. 244). It is a mental activity involving formulating ideas, considering how to express them, and arranging them in a way to be clear for the addressee (Sokolik, 2003 in Quvanch & Na, 2020), as well as social activities as a means of communication in which someone can convey their message to readers. It is regarded as significant, but one of the more difficult skills in language production (Akhtar et al., 2019), because it entails the idea of following, capturing mental demonstrations of knowledge, and practicing with subjects (József, 2001 in Quvanch & Na, 2020). The complexity of writing skills lies in arranging and producing coherent, concise, and readable text (Richards & Renandya, 2005 in Quvanch & Na, 2020). Additionally, writing is a process that requires time to complete. More opportunities for the writer to express their internal feelings and processes in their writing skills are required (Sulisworo et al., 2016). It consists of a string of sentences that have been arranged in a specific order and are meaningfully connected. Similarly, the sentences work together as a whole to

connect to other sentence forms. A comprehensive text may also have a succession of sentences that alternate between main and supporting sentences. It indicates that writing is an intricate cognitive process, so that writers are required to control the content, format, structure, and any other relevant linguistic element (Flower & Hayes, 1981).

Furthermore, students should exercise their writing abilities in formal educational settings in order to develop them for academic purposes (Giridharan & Robson, 2011). Writing proficiency is crucial for learners because it enables the effective expression of their emotions, ideas, and information. It enables the writer to convey their ideas through meaningful word choice, sentence structure, and mental dialogue in the form of preliminary written communications (Knoch et al., 2016). It also assists them in developing their confidence, fluency, and creativity. Therefore, acquiring appropriate writing skills enables learners to communicate successfully in various ways to share their feelings and opinions (Sulisworo et al., 2016).

In conclusion, writing is a communication skill that expresses ideas and messages in a way that allows these ideas to reach the reader. Writing requires broad enough ideas and knowledge to convey a message. The difficulty of writing lies in how the writer composes word for word to express the writer's feelings to the reader. Writing also necessitates free time in order to express what is thought and felt. Sentences must also be connected to one another, and the writer must choose the words and sentence structure that will ensure the flow of writing can be understood. Additionally, writing is a crucial skill to master because it can foster creativity and self-confidence.

2) *Stages in writing*

According to Seow (2002), below are the stages of the writing process:

a) Planning (Pre-writing)

Pre-writing is any educational practice that motivates students to write. It sparks ideas to get things going. In reality, it encourages students to come up with preliminary ideas and gather material for writing instead of having to stare at a blank page. The learning experiences for students at this stage come from the following activities:

(1) Brainstorming

Students spout thoughts regarding the topic. Here, spontaneity is key. There are no correct or incorrect responses. Students may first cover known ground before moving on to more abstract or untamed areas.

(2) Clustering

Students create words in response to a teacher-supplied stimulus. To demonstrate recognizable clusters, the words are circled and then connected by lines. Clustering is a straightforward yet effective technique.

(3) Rapid free writing

Students are given a topic and are instructed to write down as many words and phrases about it as they can in the allotted period of two minutes. The time constraint makes the writers' brains work quickly. Rapid free writing is used in situations where group brainstorming is impractical or when a particular topic's intimate nature calls for a different approach.

(4) WH-questions

Students come up with who, why, what, where, when, and how inquiries on a subject. The responses to the first set of WH-questions can be followed up with

additional questions of this nature. This might continue endlessly. Along with direct interviews, conversations, surveys, and questionnaires, writers can also extract ideas through multimedia sources, including printed materials, videos, and films.

b) Drafting

Writing fluency rather than grammatical precision or organization are the writers' primary concerns throughout the drafting stage. The capacity of the writer to envision an audience is one aspect of successful writing. Although the instructor is nearly always the primary audience for student writing in the classroom, additional audiences, such as peers, other students, pen-friends, and family members, may also be encouraged. A deliberate awareness of the audience may require the adoption of a certain style. In order to guide their writing, students should also have a fundamental idea in mind that they wish to convey to the reader. An introduction to the topic of writing may include a startling statement to grab the reader's attention, a brief summary of the remaining writing, an appropriate quotation, a provocative question, a general statement, an analogy, a statement of purpose, etc., depending on the genre of writing.

c) Responding

The successful application of process writing depends heavily on teacher (or peer) responses to student writing. Responding separates drafting and revision. It represents the teacher's immediate and speedy response to student drafts. After the students have written their initial draft and immediately before they start revising, they can get a response either orally or in writing.

d) Revising

When students revise, they examine their writings in light of the criticism provided during the responding phase. To determine how well authors have conveyed their meaning to the reader, they go back and review what they wrote. Not just linguistic mistakes are caught during revision (i.e., editing). The goal is to make the reader more aware of the writer's intention by improving the overall content and the way thoughts are organized.

e) Editing

Students are currently polishing their texts as they get ready for the teacher's review of the final draft. They proofread for grammar, spelling, punctuation, diction, sentence structure, and the correctness of supporting textual elements like quotations, examples, and the like. They also edit their own and their peers' work. In order to avoid interfering with the free exchange of ideas throughout the writing and revising processes, formal editing is postponed until this stage.

f) Evaluating

It is possible to score student writing analytically (i.e., based on certain writing skills) or holistically (i.e., based on a global interpretation of the effectiveness of that piece of writing). It is important to inform students in advance of the evaluation criteria in order to be effective. In general, they should take into account the task's overall interpretation, the audience's sense of relevance, the development and organization of ideas, the format or layout, the grammar and structure, the use of spelling and punctuation, the vocabulary's range and appropriateness, and the clarity of the communication. A grade or numerical score may be given, depending on the evaluation's goals.

g) Post-writing

Post-writing refers to any classroom activity that the instructor and students can conduct with completed pieces of writing. This involves publishing, sharing, reading aloud, adapting texts for stage performances, and simply posting texts on notice boards. The post-writing stage serves as a forum for acknowledging students' work as significant and worthwhile. It may be used to motivate students to write as well as to prevent them from making excuses not to write. Students must be given the impression that they are writing for a very specific goal.

2.1.2. Brainstorming in Writing

1) Definition of brainstorming

The term of brainstorming was popularized by Osborn in 1953 through his book *Applied Imagination: Principles and Procedures of Creative Thinking*. Brainstorming is a method used to come up with a new idea, based on spontaneities and creativity (Pakiding, 2022). In addition, Kumbhar (2018) defines "brainstorming is creative idea generation technique" (p.1). Floris et al., (2007) cited in Adriani (2016) maintains that brainstorming is one of techniques in writing in which you write as many words or phrases as you can think of about a topic. In other words, brainstorming is a kind of technical term in writing which enables students to generate ideas and to write as many ideas as they can write about the topic. In addition, Galko (2001) cited in Adriani (2016) states that brainstorming is a technique to come up with ideas or thoughts in our mind either alone or in a group. The major principle of brainstorming is to let your ideas flow without judging them. Meanwhile, Bernstein (2017) stated that brainstorming is a group problem-solving strategy that involves the spontaneous production of innovative ideas and solutions.

Based on the quotation above, it can be concluded that brainstorming is a highly effective technique and the process of pre-writing which is used to generate as many as ideas about the topic by amassing ideas spontaneously without judging the ideas.

2) *The purpose of brainstorming technique*

According to Makarao (2009) in Pakiding (2022) the following is the purposes for the brainstorming technique in learning:

- a) Encourage the delivery of ideas or learning experiences that are extremely beneficial for group reflection.
- b) Gather as many opinions and ideas as possible from learning about the issue at hand.
- c) Promoting learning in the integration and development of creative thinking through emerging ideas.
- d) Encourage learning participation.
- e) Creating a pleasant environment.
- f) Develop the learner's creative thinking ability.
- g) Teach learners how to express new ideas using their imagination.
- h) Collect a variety of opinions from the study group that are grounded in reality.

In summary, the purpose of brainstorming techniques in education is to encourage students to communicate their ideas. Additionally, students will benefit from group learning experiences with their peers. Each group member will have their own opinion in this group, thus they have to constantly be creative in coming up with solutions to the problems they face.

2.1.3. YouTube-based Brainstorming Activities in EFL Classroom

English as a Foreign Language (EFL) refers to non-native speakers studying English in places where English is not the main

language (Nordquist, 2020). This means that English-foreign-language writing is the ability of EFL students to structure their ideas or express their feelings and thoughts in written form. As a foreign language, it is undeniable that writing English as a foreign language presents numerous challenges. As stated by (Eryilmaz & Yeşilyurt, 2020), writing in a foreign language is far more demanding than writing in one's own tongue, which makes it a difficult talent for its learners. This is due to the fact that social and cultural variations influence writing, because various languages have distinct rhetorical structures. All of these reasons contribute to the perceptions that EFL writing is a difficult talent to acquire and master.

In order to accomplish the objectives of the teaching and learning process, a specific technique should be used in presenting the material, one of them is the use of tools or media. Many teachers use instructional media in the learning process to achieve learning objectives and to motivate students to learn, particularly when learning to write. Benson & Odera (2013) state that media is expected to play an important role in improving academic performance. The selection and use of instructional resources is an important component of the instructional process that ultimately reflects on students' overall performance in academic subjects. Additionally, the usefulness of instructional media in improving students' academic performance in teaching and learning process is undeniable. It provides the learners with the sensory experiences they require for effective and meaningful behavioral change. Instructional media are intended to improve the quality of education for students' effective academic performance in schools (Ajoke, 2017). There are numerous types of instructional media which are divided into non technological and technological media. In this context, the teacher uses YouTube video in the beginning of the teaching and learning process in order to help

students in learning English writing specifically in brainstorming stages.

As a part of technology, YouTube can be used as instructional media that can improve students' creativity. According to Pinto, et al. (2013), YouTube is a video sharing platform that enables users to post material in their own unique ways. Typically, the channel enables users to manage and keep track of a record of viewers of the videos. The creators of the videos' host are both professionals and beginners. Simply defined, YouTube is a popular modern mass medium in the current digital era. YouTube videos can be used as an instructional medium in the EFL classroom, particularly in teaching writing to EFL class. Berk (2009) states that using YouTube videos informally can help to describe concepts, give alternate perspectives, promote learning activities, and motivate students. In addition, Felanie (2021) believes that YouTube as a medium for teaching and learning have influenced students' writing achievement. Moreover, students' enthusiasm and attention increased when YouTube was used as a learning tool. The students were unafraid to express their thoughts. Students will desire to produce better writing after watching a YouTube video that helps them improve their imagination (Hardianti & Saosang, 2022). Therefore, it can be concluded that YouTube videos have benefits for students in improving their writing skills.

2.1.4. Perceptions

1) Definition of perceptions

According to Qiong (2017) perception is the process of attaining awareness or understanding of sensory information or the way to think about something. It refers to human judgments or feelings about something that has been done. Furthermore, Hamacheck (1995) cited in Putri (2021) states that perception is how individuals experience stimulation from the world around

them through the use of sensory receptors. A person's perception is their interpretation of a phenomenon. In conclusion, perception is the process of understanding information that someone goes through when confronted with something or after learning something. As a result, it generates an opinion, point of view, or feeling.

2) *Stages of perceptions*

According to Qiong (2017), perception consists of three stages as follows:

a) *Selection*

It is the first stage in the perception process, during which environmental stimuli are converted into meaningful experiences.

b) *Organization*

It is a process of organizing in some way by discovering a meaningful pattern. This entails categorizing things. Perception has two characteristics at this stage. First, the process of organizing perception gives structure to meaningful experience. Second, the process demonstrates that perception is stable.

c) *Interpretation*

It refers to the process of attaching meaning to the selected stimuli. It makes a sense of the pattern by assigning meaning.

3) *Process of perceptions*

The process of forming a person's perceptions is affected by each individual's attitude. In essence, according to Walgito (1989) cited in Lele (2019) attitude is an interrelationship of various components as follows:

a) The first is cognitive components (perceptual components), which are components related to knowledge, views, and beliefs, specifically how people perceive objects of attitude.

b) The second component is the affective component (emotional component), which is associated with feeling happy or unhappy with the object of attitude. Pleasure is a positive emotion, whereas displeasure is a negative emotion.

c) The third is conative components (components of behavior or action components), which are related to the tendency to act on attitude objects. This component represents the intensity of attitude, which represents the size of a person's tendency to act or behave towards the object of attitude.

4) *Factor influences perceptions*

According to Thoha, (2011) in Damayanti & Ma'rufah, (2022) there are two factors that influence perception as follows:

a) *Internal factor*

It is an internal quality that includes mastering motivation, attentional focus, the reacting process, psychological factors, gender, individual behavior, values in oneself, morality, desires, ideals, and hopes.

b) *External factor*

It consists of family, school, community, information obtained from various media, adopted culture, and knowledge obtained from the surrounding environment.

5) *Types of perceptions*

As stated by Irwanto, (2002) in Mahreda, (2017) there are two types of perception that come from interaction between person and object. They are negative and positive perception, which are both described below:

a) *Positive perception*

A positive perception is one that positively characterizes all facts and knowledge, whether they are known or unknown. Positive interpretations of the world around us that include human evaluation are also considered positive perception. If

someone has a favorable perception in this situation, he will accept and support the perceived thing.

b) Negative perception

Negative perception is a perception that characterizes information (known or unknown) adversely or inappropriately for the perceived item. In other words, negative perception refers to unfavorable interpretations made by people as they evaluate their environment. In this case, if someone has negative perception, he will reject and defy every effort that is perceived.

2.2. Study of the Relevant Research

Several studies have been conducted on using YouTube in the teaching and learning process in the EFL Classroom. Sakkir et al. (2020) conducted research on students' perceptions of using YouTube in the EFL classroom. The findings show that the majority of students had a good attitude toward and were ready to utilize YouTube in the EFL classroom. It was also observed that the students used YouTube to assist them with their course assignments and study activities. As a result, it is possible to conclude that the students chose to use English YouTube videos to assist them in improving their English language competence. In addition, Nasution (2019), has researched YouTube as a media in English Teaching Context (ELT). He found that when teaching, YouTube may be a terrific resource for students for inspiration, learning resources, etc.

There are also a lot of studies that specifically investigate the use of YouTube in writing English texts. Felanie (2021) has found that there is a substantial difference in the average writing achievement score of the experimental and control groups in her research. The experimental class's writing achievement was higher than the control class's. YouTube videos as a medium for teaching and learning in the classroom are thought to have influenced students' writing achievement. Moreover, Pratiwi (2011) in her

research entitled “Optimizing the use of YouTube videos to improve student’s writing skills” has concluded that using YouTube videos in the classroom reveals an increase in both students’ writing skills and the classroom environment.

Although there has been more research on using YouTube in teaching and learning, the majority of these studies have focused on how YouTube may be utilized as a learning media to enhance particular English skills. Moreover, there has not been sufficient research on the student’s and teacher’s perceptions toward the implementation of YouTube-based brainstorming activities in writing English text. Hence, to fill this gap, this research focuses on the teacher’s and students’ perceptions toward the implementation of YouTube-based brainstorming activities in writing English text.