

## CHAPTER II

### LITERATURE REVIEW

#### 1. Student's Perception

Every individual has a different perception of particular phenomena. Efron (1969, p.137) stated that “perception is man's primary form of cognitive contact with the world.”. The notion of perception is derived from „awareness“ (Efron, 1969, p. 137). Thus Different awareness of a phenomenon around individuals might be influenced by their experiences. It means every individual would perceive something differently because they have various backgrounds. As explained by Cherry (2019), perception is the process of perceiving the stimulus around the environment, as the result, the brain will recognize the sense to be categorized and interpret the object. Furthermore, Efron (1969) explained that perception is “a word to refer to the objects which we see or touch, to the sounds we hear such as the 'chirp' of a bird, to the shadow cast by an object, or to an odor or taste of an object” (p.143). Therefore, perception gives the information through individual sensory receptors i.e. eyes, nose, ears, and skin (Kumar, 2010, as cited in Hasnidar, 2020). Thus, perception shows the feeling and experience of an individual based on what they touch, hear, smell, and taste an object around them. Students’ perception in this study refers to the students’ perception toward the benefits of using YouTube videos as learning platform in developing speaking skills. It is important to discover the information through

students' perception to gain an understanding of what they see and feel. Specifically, to encourage students to use YouTube as a learning platform to improve their speaking ability.

## **2. YouTube in Teaching and Learning Speaking**

Since the last decade, YouTube has been a useful website, not only a tool for communicating or networking, but also a tool for learning foreign languages. Langer (2010) states that despite the need for some cautions, YouTube and other video-sharing sites are the most valuable tools for teaching English. It enters the world of teaching and learning because it offers various ways to use in the class. According to Djahida (2017), by using YouTube in the class barriers of time and place are broken down. It can give learners a window out of the class into a real English speaking environment, which makes the second/foreign language class a better place to learn.

In addition, according to Jackman & Roberts (2014), videos help students, especially for those who want to develop their language skill through social networks or other communication tools, to exchange information, where an EFL learner engages in social situations with native speakers and learns their language. In other words, Tarnopolsky and Degtiariova (2003) approve that videos provide the chance for students to listen, see and observe how native speakers act and speak. It will help them to practice more on their speaking. In addition, Stempleski as cited in Richards & Renandya (2002), believes that the teachers need to choose, appropriate sequences, prepare the

students for the viewing experience, focus the students' attention on the content, play and replay the video as needed.

Moreover, McKinnon (2011), remarks that the scenes, movements, feelings, and gestures presented in YouTube video segments present significant visual impetus for language learning through the benefits of YouTube videos. For that reason, teachers should select the appropriate YouTube videos that have a relation with the topic and guide students to be more focused and interested in them, as well as to improve their speaking ability. It is considered as a support for students, teachers and education institutions in the process of teaching and learning. Also, educational YouTube videos can be as good as an instructor in communicating facts or demonstrating procedures to bridge between the process of learning and teaching (Djahida, 2017). Therefore, the benefits of YouTube videos greatly help students to learn in various ways. It makes the teacher easier to choose the topics and guide the students to be more focused and interested, and also help the students to be able to improve their speaking ability by using YouTube videos in teaching and learning speaking.

### **3. Defintion of Speaking**

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts (Chaney, 1998:13 in Kayi, 2006). According to Harmer (2007), speaking is the ability to speak fluently and presuppose not only knowledge of language features, but also the ability of processing information and language. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a

variety of contexts (Chaney and Burk, 1998). In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown,1994; Burns & Joyce, 1997). Its form and meaning are depending on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking (Florez, 1999).

In conclusion, speaking skills is the most important aspect of learning a second or foreign language. Its success is measured in terms of the ability to carry out a conversation in the language. Therefore, to achievable goal of improving speaking ability in terms of fluent, confident and natural English, it needed an interactive process of constructing meaning that involves producing, receiving and processing information (Brown,1994; Burns & Joyce, 1997).

#### **4. Aspects of Speaking**

There are five components of aspects influencing how well people speak English. Here are the aspects of speaking skills according to Harris (1968).

##### **a. Pronunciation**

It is the act or manner of pronouncing word in which a language or a particular word sound is spoken. It includes articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.

b. Grammar

It is a rule system in a language. Grammar is a system of units and patterns of language. Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) refers to the set of rules that allows us to combine words in our language into larger units. Thus, from the statements above it can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communication.

c. Vocabulary

It is the words used in a language, and it is essential for successful second language mastery, because without an extensive vocabulary, the speakers will be unable to use the structure and function. Therefore, it can be said that one key for the success in the communication is the power of words.

d. Fluency

It is the ability to produce language easily. The parameter of the speaking level of someone who has good fluency will perform or use the language easily and quickly in the right order of language.

e. Comprehension

It is the ability to understand the speaker's intention and general meaning. A good comprehension refers to a good understanding. If someone's language understanding is good, it will affect their speaking ability.

From the explanation above, there are five aspects of speaking. The first is pronunciation, which is the way of words are pronounced. The second is grammar, a system of units and pattern of language. The third is vocabulary. It is the words used in a language in order to use the structure and function. The fourth is fluency, which is the parameter of speaking level with few unnatural pauses. The last is comprehension, which is the ability of understanding the speaker's intention and general meaning.

## **5. Principles of Teaching Speaking**

There are six principles of teaching learning to get the students easier to learn more about speaking skills. According to Brown's (2001) arguments, the principles of teaching speaking are:

- a. Focus on both fluency and accuracy depending on the objective

The teachers need to provide the interaction of activity that does not capitalize on grammatical pointers or pronunciation tips. It helps students to perceive and use the building blocks of language by making sure the task have a linguistics (language-based) objective.

- b. Provide intrinsically motivating technique

Appeal to students ultimate goals and interests to their need knowledge, status, achieving competence and autonomy. Besides, it also helps them to see how the activity will benefit them.

- c. Encourage the use of authentic language in meaningful context

This theme has been played time and again, to keep coming up with meaningful interaction. It takes energy and creativity to devise

authentic contexts and meaningful interaction, but with help of teacher resource materials it can be done. For example, group game might be ice breakers. It could be the meaningful interaction.

d. Provide appropriate feedback and correction

In the most EFL situation, students are totally dependent on the teacher for the use of linguistics. It is important that the teachers take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment after the class.

e. Give students opportunities to initiate oral communication

It is the ability of students to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change the subject. Therefore, a good deal of typical interaction is characterized initiation of language, as they design and use speaking techniques.

f. Encourage the development of speaking strategies

The students activity that can help them developing and improving their speaking ability, are some strategies such as asking for clarification (what), asking someone to repeat something (pardon me), using fillers (uh, I mean, well) to gain time to process, using conversation maintenance cues (right, yeah, oke), and getting someone's attention (hey, so). As a result, the teachers should give the students such as group discussion, giving the opinion and so on. So, those activities will encourage the development of speaking strategies to improve students' speaking ability.

## **6. How to Learn English Speaking Skill**

Among the four language skills, one of the big problems for Non-Native English Speakers in studying English is speaking (Leong & Ahmadi, 2017). In fact, there are many learning activities offered by the researchers to attract students' attention in speaking class. Either way, the students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. It may not apply to discussion type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then, the students will practice the actual speaking activities. These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation.

Besides that, learning in group will improve their vocabulary mastery. According to Nunan (2003), pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students. In addition, according to Argawati (2014), to improve students' speaking, they should be given enough opportunities to speak in class. So, teachers' talk time should be less and students' talk time should be more. It is important for language teachers not to take up all the time. There are some categories that can be used as the role of learners in developing speaking skills in the class (Brown, 1994). The first is intensive, it goes one step beyond imitative to include any speaking skills



that are designed to practice some phonological or grammatical aspects of language. The second is responsive. It consists of short replies to teacher or student-initiated questions or comments. The third is transactional (dialogue), which is carried out for the purposes of conveying or exchanging specific information. It is also an extended form of responsive language. The fourth is interpersonal (dialogue). It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. The last is extensive (monolog). It is more formal and deliberative. Besides, it can be planned or impromptu. From the explanation above, there are many roles by learning in group that can train students to be more active. In this way, the students will get chance to interact and practice the language with other students, such as note takers, observers, discussion and also they are become a problem solver in their group.