

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Definition of Perception**

Etymologically, perception comes from the Latin word (*percipire*), which means to receive or take. Perception is a form of interpretation or inference of information or one's message from experience about objects, events, or relationships. According to (Erin & Maharani, 2018) Perception is a psychological process in which humans can turn responses into positive or negative perceptions based on the experience received via the five senses. The processes of selection, interpretation, and reaction are used to elicit responses. Perception is a top-down process in which the brain organizes and transports information in a context to develop a human perspective on something as an individual interpretation and/or that may be comprehended socially and culturally jointly (Alizamar & Couto, 2016)

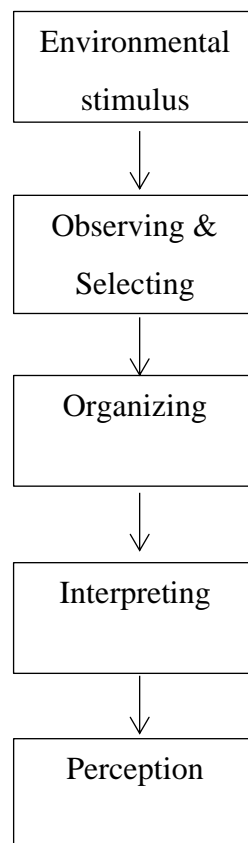
Based on the statements made above, perception in this study refers to how students receive, interpret, and respond to the use of subtitles in YouTube educational videos for vocabulary learning, encompassing cognitive, affective, and behavioral aspects. The cognitive aspect relates to students' understanding of how subtitles aid vocabulary learning, the affective aspect involves their motivation and feelings toward using subtitled videos, and the behavioral aspect examines their engagement in learning activities involving subtitles. Investigating perception is essential, as students' experiences and attitudes directly influence their learning effectiveness, engagement, and vocabulary retention. By understanding how students perceive, interact with, and benefit from subtitled YouTube videos, this research provides insights into the pedagogical implications of multimedia tools in language learning, aligning with previous studies that emphasize the role of perception in shaping learning outcomes (Creswell, 2014).

## B. The Process of Perception

Perception is a universal human characteristic. However, each person's perceptions of various aspects differ depending on their knowledge and experience, among other factors (Carrasquillo, 2023).

A perception does not appear out of nowhere it is the result of a process. According to (Gitosudarmo et al., 2000), the process of creating a perception entails the following steps:

### Process of perception (Gitosudarmo and Sudita 2000).



**Figure 1 Process of perception**

Environmental stimulus: The process starts with an environmental stimulus, which is a physical event that causes our sensory receptors to be activated. This stimulus can take the form of a visual image, a sound, a scent, a taste, or a touch.

Observing and selecting: The focus is on attention to the specific incoming sensory information among the countless stimuli we encounter. Factors such as salience, expectations, and the individual's needs and interests all influence this selection process.

Organizing: The brain organizes the selected information into patterns based on similarity, difference, and proximity. This process of organization assists the individual in making sense of the incoming information.

Interpreting: To provide meaning to the sensory data, the brain analyzes the ordered information, depending on existing knowledge, expectations, and memories. The individual's cultural and social experiences, as well as their emotional and motivational state, all influence this interpretation process.

Perception: The real perception stage of the process is where the individual perceives and identifies the environmental input. This entails constantly adjusting the perception process based on feedback from the environment as well as internal sources such as emotions and motivations.

Aspects that form through attitudes shown in the formation of perceptions consist of three according to Allport (2008) they said these three aspects are:

1. Cognitive Aspect

The cognitive aspect of an object is made up of the information or knowledge that an individual has about it. Based on this knowledge, the individual will form certain beliefs about the object (knowledge, views, and beliefs).

2. Affective Aspect

The affective component pertains to an individual's emotional state, including feelings of pleasure or displeasure, and is strongly associated with their cultural values or personal value system.

### 3. Conative Aspect

The conative aspect is a person's readiness to behave towards a given object stimulus (the component related to the tendency to act).

### C. English Subtitled Video in Vocabulary Learning

Vocabulary plays a crucial role in language learning, as it enables students to comprehend and express their thoughts effectively. According to Nation (2001), vocabulary mastery is essential for developing listening, speaking, reading, and writing skills. Schmitt (2008) emphasizes that vocabulary acquisition requires various strategies, including repetition, contextual learning, and active usage in communication. Laufer & Hulstijn (2001) propose the Involvement Load Hypothesis, which states that deeper cognitive engagement in vocabulary tasks leads to better retention.

One effective method for vocabulary learning is the use of subtitled videos, which provide a combination of aural, visual, and textual input. Vanderplank (2016) states that subtitles enhance comprehension by allowing learners to associate spoken words with their written forms, thereby improving vocabulary acquisition. (Paivio, 1986) further explains that processing information through both visual and verbal channels strengthens retention and recall.

Subtitles are captions on video screens that translate dialogue or narratives, creating a triple connection between image, sound, and text. This multimodal input encourages retention and language use, as it provides meaningful and stimulating contexts for new vocabulary. (Morrison, 2019) categorizes subtitles into two types:

1. Open Subtitles – Subtitles that are permanently embedded in the video and cannot be turned off.
2. Closed Subtitles – Subtitles that can be switched on or off by the viewer.

In this study, open subtitles were used, ensuring that students consistently receive accurate textual reinforcement of spoken language. Unlike closed subtitles on YouTube, which are often auto-generated and prone to errors in spelling, punctuation, and synchronization, open subtitles provide a clear, structured, and error-free learning experience. Additionally, open subtitles remain attached to the

video even after downloading, eliminating the need for students to download separate subtitle files.

#### **D. YouTube as a Vocabulary Learning Source**

YouTube has become a widely used educational tool that offers authentic language exposure and interactive learning experiences. Mayer's Multimedia Learning Theory (2005) supports the idea that combining text, images, and audio enhances cognitive processing, making YouTube an effective platform for language acquisition. (Kabooaha & Elyas, 2018) Found that YouTube fosters autonomous learning, allowing students to engage with content at their own pace while being exposed to real-life language use.

YouTube provides a diverse range of educational content, including vocabulary lessons, real-life conversations, storytelling, and pronunciation practice (Baltova, 1999). However, its effectiveness depends on how it is implemented in the classroom. Alwehaibi (2015) highlights that teacher guidance is crucial in structuring YouTube-based learning activities, ensuring that students engage critically with the material rather than passively consuming content.

In this research, subtitled YouTube videos were used as a teacher-led instructional tool, aligning with the Grade 8 English curriculum (Kurikulum 2013). The integration of open subtitles in these videos ensures that students consistently engage with both spoken and written language, facilitating better vocabulary retention and comprehension.

#### **E. Study of the Relevant Research**

There are several previous types of research related to student's perceptions of learning vocabulary through educational videos on YouTube:

The study by (J. Gracella & Rahman Nur, 2020) investigated YouTube as popular social media platform is playing a significant role in education by providing useful feedback and facilitating the development of English skills.

A qualitative study of five students at SMK Negeri 17 found that YouTube is beneficial and helps them learn English. The study found that the app is easy to access and can be used in various situations, even with poor internet connection.

All students expressed positive responses about using YouTube for English learning, highlighting its potential for improving English vocabulary skills and fostering open communication.

In addition (Mulyani et al., 2022) investigated EFL students' perceptions of using subtitled video clips in Indonesian senior high schools. The mixed-methods design involved 78 participants and ten selected participants. Results showed that most students positively perceived subtitled video clips for learning English vocabulary. However, some students faced setbacks due to poor use of subtitle elements. The study suggests that subtitling procedures need revisiting to improve students' comprehension of subtitled videos.

Meanwhile (Dewi, 2023) investigates EFL students' perceptions of using YouTube in listening classes, particularly during the Covid-19 pandemic. Data was collected through semi-structured interviews with five university students. Results show that YouTube visuals, features, and un-subtitled videos enhance listening skills. The study provides practical ideas for using YouTube in EFL listening classes and suggests further research on its impact on other listening class goals.

These previous studies highlight the effectiveness of YouTube as a learning platform, but they have not specifically explored how students perceive the use of subtitled YouTube educational videos for vocabulary learning in an EFL classroom setting. This research fills that gap by examining junior high school students' perspectives on open subtitles in structured classroom learning, providing insights into both their benefits and potential challenges.