

CHAPTER II

THEORETICAL REVIEW

A. Psychological Aspects

Emphasized from Laili (2020), psychology encompasses all human behaviors and actions, particularly as they interact with the environment and prevailing conditions. For a learning process to be comprehensive, it is imperative to consider psychological aspects, as these significantly influence learning outcomes. Key psychological factors in the learning process include These factors not only arise but also develop during the learning experience, playing a crucial role in shaping educational achievements.

In Hanim et al. (2022), Several key psychological aspects influence the learning process, including motivation, learner intelligence, attitudes, interests, and aptitude. The intelligence of learners can also significantly impact the learning process.

1. Motivation

Motivation is a crucial factor that drives students to engage in learning activities. It can be understood as the fulfillment of needs and desires that influence the intensity and direction of an individual's behavior positively. Motivation is classified into two types: extrinsic and intrinsic motivation. Intrinsic motivation encompasses all aspects that

originate from within an individual and stimulate engagement in specific activities. In the learning process, intrinsic motivation is particularly effective because it tends to be more enduring and is not reliant on external factors (extrinsic motivation).

2. Interest

Interest, defined as a strong inclination, enthusiasm, or willingness towards something, plays a significant role in the learning process. Referred to Syah (2003) as mentioned in Hanim et al. (2022), interest is not a widely used term in psychology due to its reliance on various internal factors such as attention, curiosity, enthusiasm, and needs. Despite this, interest aligns closely with intelligence and enthusiasm, significantly impacting learning activities.

To enhance learning in the classroom, teachers must actively cultivate students' interest in the subject matter. By doing so, students are more likely to engage with and be motivated by the content they are learning. This engagement is essential for effective learning, as interest-driven students are more likely to invest effort and sustain their focus on educational tasks.

3. Attitude in Learning

Individuals' attitudes can significantly impact their learning success. Attitude represents an internal manifestation of the affective

dimension, characterized by a consistent tendency to react or respond to objects, individuals, events, and similar stimuli, either positively or negatively.

4. Talent

Quoted from Syah as demonstrated in Hanim et al. (2022), another psychological factor influencing learning is talent. Talent is generally described as the inherent potential an individual possesses to achieve future success. Slavin (1994), also cited in Hanim et al. (2022), defines talent as the innate potential that a student has for learning. Individuals with specialized skills are more adept at absorbing information pertinent to their areas of talent.

5. Intelligence

The final aspect under consideration pertains to intelligence as a component of the cognitive process, which is engaged to resolve problems and attain objectives. As posited by Parnawi (2019), cited in Hanim et al. (2022) intelligence serves as a pivotal factor motivating learners to confront challenges in pursuit of their educational objectives. As stated by Anita E. Woolfolk highlighted in Sandria et al. (2023) based to traditional perspectives, intelligence is conceptualized through three fundamental dimensions: (1) the capacity for knowledge acquisition, (2) the totality of accumulated knowledge, and (3) the proficiency in adapting

to situational or environmental demands. Additionally, Woolfolk characterizes intelligence as a set of cognitive abilities that enable individuals to assimilate and utilize information for problem-solving and environmental adaptation.

6. Anxiety

As referred from Widagdo (2020), anxiety in language learning is understood as a situational personality trait comprising two psychological dimensions: emotional arousal and negative self-related cognitions. In certain instances, learners of foreign or English as a Foreign Language (EFL) may experience heightened anxiety, particularly when they become fatigued or struggle to find the appropriate words, resulting in feelings of hopelessness and a pervasive sense of failure. Furthermore, as referred to Horwitz et al., as highlighted by Fauzi et al. (2022), foreign language anxiety is a multifaceted phenomenon involving various self-perceptions, emotions, and behaviors associated with the unique nature of the language learning process. Horwitz et al. developed a theory of language learning anxiety comprising three interconnected components. The first component, communicative apprehension, is defined as a type of shyness characterized by fear or nervousness about communicating with others. The second component, negative evaluation apprehension, involves the learner's anxiety about being judged by others. The third

component, test anxiety, is a form of performance anxiety centered on the fear of failure during assessments.

B. YouTube

1. Definition of YouTube

YouTube is a widely-used media platform enabling users to upload and watch a diverse array of videos, serving as a hub for information, news, and entertainment. Described by Rasman (2021) as a video-sharing website, YouTube is immensely popular globally, catering to a broad audience ranging from teenagers to adults. Users, known as YouTubers, engage in activities such as video creation, searching, viewing, discussing various topics, and sharing music. It's a significant platform for learning and a go-to destination for individuals worldwide, solidifying its popularity in media-related learning activities. Samosir et al. (2018) added YouTube is a digital media site (video) that may be downloaded, uploaded, and shared throughout the country. YouTube is a popular social media network among the general population. YouTube is used by the instructional community for seeing the newest news, seeking for information, and even for enjoyment purposes such as watching movies, listening to music, or watching numerous tutorials. YouTube is an internet media platform where users create numerous types of videos. According to Kabooaha and Elyas, as mentioned in Cahyana (2020), YouTube is a multifaceted resource with videos in all sectors of knowledge that are

easily accessible. In ESL classrooms, using YouTube allows students to access native speaker language in a natural situation. Hariyanto and Putera (2022) stated that YouTube has made it simple for billions of people to find, watch, and share a diverse range of videos. YouTube connects, informs, and inspires people all over the world, and it serves as a distribution platform for original content creators and advertisers of all sizes.

2. YouTube's Role in Education

As Lestari emphasized R. Lestari (2017a), YouTube possesses the capacity to serve as a learning resource and educational tool suited for the digital generation's needs. It has the potential to enhance engagement and align with the learning preferences of this generation, providing opportunities for skill development using contemporary technology that proves valuable post-graduation. Additionally, YouTube hosts an extensive library of videos spanning various subjects, enabling their integration into classroom instruction. Acting as a vast repository of free content, YouTube promotes self-directed learning among students. Furthermore, in Hia (2021), YouTube itself delivers a large selection of educational videos that are simpler for students to comprehend. Students won't feel overloaded with the learning process because YouTube learning materials are typically more imaginative

and engaging. It has been established that using YouTube can enhance students' motivation to study English.

3. The Advantages of Utilizing YouTube for Learning

Using YouTube as a learning tool comes with various advantages, as highlighted by Rahmasari (2021):

- a. YouTube holds promise due to its prominence as a significant online platform.
- b. It is practical, easily accessible to all, especially students and educators.
- c. Informative, provide diverse range of information spanning education, technology, culture, and more.
- d. Interactive, enabling viewers to engage in discussions or offer reviews of instructional videos.
- e. Shareable, allowing dissemination through HTML links and embeds on social networks like Facebook and Twitter, as well as blogs and webpages.
- f. User-friendly and available free of charge.

Furthermore, Nofrika (2019) states based on her article cited in Jailani (2022) there are advantages to utilize YouTube in the English-education learning classroom. First, YouTube can provide students with greater flexibility. Students can access YouTube from anywhere as long as there is an internet connection in the area, and they can watch videos as many times as they choose. Second, YouTube offers entertaining videos. Students'

interests differ, therefore they can select the videos that are most relevant to them. Third, YouTube offers macro practice for students. By watching English videos, students can improve their English skills, particularly their macro skills. Fourth, YouTube helps students understand the subject. Some students may struggle to understand if they just listen to their teacher once in class or at a Google meeting. They can use YouTube to watch the video multiple times and search other related videos to help them comprehend better. Fifth, YouTube helps kids increase their vocabulary. Watching English videos, with or without subtitles, can certainly help pupils enhance their vocabulary. Finally, YouTube allows for real-world interaction. They can communicate with the video creators by leaving comments and asking questions through the comment option.

C. Learning Media

1. Definition of Learning Media

The term "media," which is the plural form of "medium," As stated from Ziaulhaq (2022) fundamentally refers to an intermediary or conduit for communication. Media encompasses all forms and channels employed by individuals to disseminate messages or information. The inclusive term "all" signifies that media is not confined to those formats specifically designed for particular objectives but also includes any medium that can be leveraged to enhance or simplify the comprehension of specific materials or messages by

students. In the context of education, media includes any tool or resource that can be used to transmit messages from the sender to the receiver, with the aim of stimulating students' thoughts, emotions, and attention to achieve educational objectives.

Cahyadi (2019) defines that learning media are tools, means, intermediaries, and connectors to spread, carry or convey messages and ideas, so that they can stimulate students' thoughts, feelings, actions, interests and attention in such a way that the teaching and learning process occurs in students. In learning media, there are two elements contained, namely (a) messages or teaching materials to be delivered or software, and (b) display devices or hardware. Based on H. D. Lestari et al. (2023) The Association for Education and Communication Technology (AECT) defines media as any type of information dissemination. Meanwhile, the Education Association (NEA) defines media as all that we can control, see, hear, and read and utilize as a tool to assist teaching and learning activities, making learning more vivid, engaging, and effective. Wati, as stated by Latif (2023), argues that the word media in "learning media" literally means intermediate or introduction, but the word learning is defined as a circumstance produced to cause someone to learn. Learning media is described as tools and practices used to facilitate communication between a teacher and students. As Budiyo (2020) emphasized learning media is designed to provide a

tangible representation of abstract concepts. The interactive nature of these media allows educators to transform abstract ideas into concrete forms.

Meanwhile, Anderson in Sukiman (2012) defines learning media as media that enables a direct interaction between the work of a topic developer and students. In general, it is understandable that the function of a teacher who employs learning media differs significantly from that of a "ordinary" instructor. Gagne and Briggs (1974) assert that learning media are used to transmit instructional material, increasing student participation in the learning process. Similarly, Daryanto (2010) in Daniyati et.al (2023) contends that learning media comprise a wide variety of components, including humans, things, and their surroundings, all of which can aid in the transmission of messages in educational environments. This, in turn, has the ability to increase students' attention, interest, cognitive processes, and emotional responses during educational activities. Daniyati et. al. (2023).

Mashuri, as cited in Umar (2023), conceptualizes learning media as an instrumental component within the pedagogical process, encompassing all materials and tools employed to facilitate the transmission of knowledge. These media serve as conduits for message dissemination, designed to stimulate cognitive engagement, emotional responsiveness, and sustained attentiveness among learners. By enhancing the communicative dynamics between educators and students, instructional media ensure the effective delivery of educational content. Furthermore, the efficacy of learning media

is contingent upon its capacity to foster intellectual curiosity and deepen conceptual comprehension. When optimally utilized, such media not only reinforce analytical reasoning but also consolidate students' grasp of subject matter, thereby contributing to measurable improvements in academic performance. In many literatures, the phrase learning media is frequently regarded as media for learning and is linked to media education. Thus, learning media may be seen as a component of instructional media. According to Sanaki in Nunuk Suryani (2018), as referenced in Herminingsih et al. (2022), learning media is a functional instrument that may be utilized to deliver learning messages. Based on this idea, learning media may be defined as a tool or means utilized by teachers to impart certain subject matter in the form of knowledge transfer through the usage of certain media. This media facilitates the communication of learning messages from teachers to students.

In the execution of the instructional process, a teacher must possess innovative concepts that are reflected in the pedagogical design. Educational media encompasses any tool or resource utilized to transmit messages from the educator to the students. These media are instrumental in stimulating cognitive, emotional, and motivational responses, thereby capturing and sustaining the students' interest and attention. Consequently, educational media comprise a variety of elements within the learning environment that serve to engage students and enhance their motivation to learn. This

multifaceted approach not only facilitates effective communication of educational content but also enriches the overall learning experience by making it more interactive and engaging.

2. Functions of Learning Media

Media serve as a crucial instrument for educators, facilitating the transmission of information to learners. The utilization of various forms of media addresses the challenges posed by limitations in space, time, and sensory capacities. Specifically, teaching media can bridge these gaps in several ways:

- a. Objects that are too large to be physically present in the classroom can be represented through models, pictures, films, or virtual reality.
- b. Small objects, which may be difficult to observe in detail, can be magnified using projectors or detailed images.
- c. Rapid movements, which are challenging to capture with the naked eye, can be effectively demonstrated through techniques such as time-lapse or high-speed photography.
- d. Historical events, which cannot be experienced firsthand, can be brought to life through films, videos, photographs, or digital recordings.
- e. Highly complex objects, such as machinery, can be simplified and made comprehensible through models, diagrams, or simulations.

In this way, educational media extend beyond the confines of students' direct experiences, offering enriched and diverse learning opportunities that would otherwise be inaccessible. This enhances the teaching and learning process by providing concrete

examples and visual aids, making abstract or distant concepts more tangible and understandable.

D. The Role of Media in the Educational Process

Media based on Fadilah et al. (2023) serves as a tool for conveying messages, functioning as a medium through which information is delivered. Learning, defined as the interaction between students, educators, and the surrounding learning resources, is enhanced through the use of learning media. Learning media facilitate the educational process by transmitting ideas and capturing the learners' attention, thereby shaping their thoughts and interests. Based on Constitution No. 20 of 2003, article 1, paragraph 20, learning media are integral components that support the success of the teaching and learning process. These media enhance the clarity of message presentation, moving beyond the limitations of solely written and oral communication.

E. YouTube Video as English Learning Media

Major governments throughout the world have long acknowledged web-based learning tools and social media platforms like YouTube. YouTube is a very practical and easy-to-understand learning approach, however the present literature search does not employ YouTube content as a source. This is because YouTube is merely a teaching tool in education. YouTube social networking, in addition to being a media for sharing content and information in the form of videos, is now

intensively used as a vehicle for conveying ideas, ideas, and creativity from someone who wants to be shared with others, which has now penetrated the world of education, where a teacher or trainer can place tutorials on his expertise on YouTube, while students or content users can see and listen to videos, the content presented in the video can be easily understood as if they were listening to lectures from lecturers in the classroom. Using YouTube social media in the learning process is inextricably linked to the roles of teachers as content providers, students as content users, and YouTube as a service provider connecting the two Sutarti and Astuti (2021). YouTube videos can be used as English learning media to help students reach their learning objectives. With a wide range of YouTube videos that are widely accessible, YouTube videos are an excellent resource for teachers and instructors to select English learning videos that are trusted and easily understood by students in the classroom. As highlighted in Ramadhina and Rohman (2022), in the contemporary digital landscape, YouTube videos serve as exemplary educational resources due to their relevance to students' daily experiences and their ease of access for information retrieval. Moreover, the current generation exhibits a marked preference for visual content over traditional reading materials. Consequently, leveraging YouTube as an educational tool facilitates effective communication of ideas and the dissemination of knowledge.

As emphasized in Al-Hammouri et al. (2022) YouTube provides EFL learners with access to concise video information, allowing them to successfully

understand language through various channels that provide valuable directions and explanations. YouTube is a highly effective educational tool. Empirical studies show that people learn best through listening, watching, and acting. YouTube provides an interactive platform for EFL learners to engage in lifetime learning. YouTube is a valuable resource for language learning, with millions of videos available for EFL learners. According to Watkins and Wilkins (2011) as noted in Khoiroh (2021), YouTube has greatly benefited students' English language acquisition. Numerous videos with native speakers provide explanations of several topics, including grammar, vocabulary, pronunciation, reading, speaking, listening, and writing. These movies might serve as a resource for them to have better knowledge through effective visualization. YouTube is therefore one of the best resources for learning English. Furthermore, as Mulyani et al. (2023) point out, YouTube videos can be used as additional information to help language learners grasp their courses. In addition, YouTube provides fast and easy access to videos of language and culture from all around the world. YouTube is thought to improve EFL learners' independence in English learning by allowing for individual study without time or location constraints. Students can learn to pronounce things correctly by watching and listening to YouTube videos, mimicking native speakers' expressions. For instance, Nabilla (2024) revealed that in general, learning English with utilizing YouTube video is so exciting because contains various learning materials. In addition, students' enthusiasm is very high, so that students' interest and motivation in learning languages can be built through videos on YouTube.

Hasan et al. (2018) emphasized that learners engage with YouTube videos due to the dual sensory input of auditory and visual stimuli, which facilitates language acquisition with reduced cognitive load while maintaining engagement. The platform offers a vast selection of compelling English-language content, further enhancing learners' motivation and enjoyment in the learning process. YouTube videos can offer a range of benefits. YouTube. According to Sembiring and Katemba (2023), as mentioned in Karim et al. (2023), YouTube is one of the most popular and appealing types of media for piqueing learners' interest in learning English. YouTube allows learners to listen to and interact with real native English speakers. Stated by Nuriyanti et al. (2023) cited in Bakhtiar et al. (2024) YouTube may also help students enhance their language abilities by allowing them to use English learning videos on their own. General, the study found that YouTube plays an essential role in language education, delivering a variety of benefits such as increased vocabulary, speaking abilities, listening, and general language aptitude. Its usability, compelling content, and capacity to tailor to different learning requirements make it an invaluable tool for educators and learners in the field of language acquisition.

F. Challenges in Utilizing YouTube Videos as English Learning Media

The utilization of YouTube video gives a several impact toward educational purposes. Although, there are several challenges in utilize YouTube

video as learning media, specifically English. As emphasized by Widiastuti and Fauziya (2024) the challenges in utilizing YouTube video consist of:

1. Content Quality and Validity: Not all YouTube videos are of the same quality and validity. There is a lot of content that might be erroneous or misleading. As a result, teachers should exercise caution when selecting movies to utilize as instructional resources.
2. Distractions: YouTube also contains a wealth of entertaining content that might divert kids' attention. Students may be enticed to view non-learning-related videos during study sessions.
3. Technology Availability: Not every student or instructor has equal access to the internet or digital gadgets. This can lead to gaps in access to educational resources, impeding the learning process in the classroom.
4. Advertisements: Many YouTube videos have advertisements, which can disrupt the flow of learning. While there is a YouTube Premium option to remove commercials, it comes at an extra expense.

Tampubolon et al. (2023) reported on the difficulty of utilize YouTube videos for English language acquisition for students. They socialized the use of social media to enhance English language abilities among grade VIII junior high school students at SMP Negeri Siantar 2. They discovered many obstacles encountered by students, including: a) Students are distracted by

websites and adverts that frequently surface when they access instructional videos on platforms such as YouTube, b) Unstable internet connection, c) Frequent frequency of improper content and d) Students struggle to locate really relevant channels and content

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H. Review of Previous Study

The study about the utilization of YouTube for learning media has been conducted by several researchers before, such as Hayatul Iman et al. (2024) entitled "*The Effect of Using English Learning Videos from YouTube on Learning Motivation*". In brief, this research emphasized that learning videos from YouTube significantly engage students' learning motivation in relation to learning English. The findings of this study support recommendations for using instructional films as a useful tool in English language education. Hayatul Iman et al. (2024).

"*Analisis Manfaat Penggunaan Youtube Sebagai Media Pembelajaran Online Bahasa Inggris Dalam Meningkatkan Pemahaman Siswa*", a study conducted by Puji Wahyuningsih et al. (2022) stated that based on the research findings, English learning occurs in three stages: introduction, core activities, and closing activities. YouTube usage happens during the core activity stage, when the researcher delivers English learning information via YouTube media via zoom, English learning videos, and English learning about the material "Toys". The use

of YouTube learning media in English online learning in class II SDN Mojoagung 01 demonstrates that YouTube media improves student understanding. (Puji Wahyuningsih et al. 2022).

Furthermore, Angelia et al. (2024) in their research entitled “*Persepsi Siswa dalam Pembelajaran Berbicara Bahasa Inggris melalui Film: Temuan dan Tantangan*”, this research highlight that Students are aware that English-language films are available on YouTube, but they struggle to understand film material in the absence of Indonesian translations. Nevertheless, they show a strong interest in this learning style. As result to the questionnaire answers, most participants find watching English-language videos on YouTube fascinating and engaging. Students also agree that YouTube videos provide insight into diverse cultures while without violating conventions of politeness and decorum. It can be concluded that students receive positive response learning toward English speaking skills with English-language films on YouTube. (Angelia et al., 2024)

Hereafter, a study from Pamungkas, I. B., Asfihana, R., and Sari, A. L. (2022) entitled “Maximizing English Speech on YouTube Videos to Enrich Students’ Vocabulary”. The research discovered that incorporating English speaking videos from YouTube into classroom instruction greatly increased students' English vocabulary. The intervention consisted of two cycles, with pre-tests and post-tests used to assess vocabulary improvement. Furthermore, qualitative observations revealed increased classroom participation and a more

engaging and enthusiastic learning environment. Students paid more attention to videos and instructional explanations, demonstrating the beneficial use of multimedia in vocabulary acquisition. Pamungkas, I. B., Asfihana, R., and Sari, A. L. (2022)

In addition, a study conducted by Sabila (2023) entitled “*Sosialisasi Penggunaan Aplikasi Youtube Yang Efektif Sebagai Media Pembelajaran Bahasa Inggris*”. The research founded that based from the questionnaire results, 33% of learners use YouTube to watch material explanations to improve their knowledge, while 20% use YouTube to watch short movies, interviews, and monologues to improve their English skills. However, 15% of learners do not utilize YouTube to assist them learn English. (Sabila, 2023).

Those studies analysis and explore the use of YouTube video in learning, however none of those research explain the psychological aspect of student in utilize YouTube video in English language as learning media. Thus, this research explores on how YouTube video gives psychological impact on student in learning English language.