

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical and empirical foundations that support the present study. It covers essential concepts related to speaking skills, the demonstration method, and the use of video media in English language teaching. In addition, this chapter reviews relevant previous studies and develops a conceptual framework that serves as the basis for formulating the research hypothesis.

A literature review is a critical component of a research proposal, as it not only provides definitions and theoretical insights but also helps identify gaps in existing research that the current study aims to address. By exploring both theoretical perspectives and empirical findings from previous studies, this chapter aims to justify the use of the demonstration method combined with video media as a means to improve students' speaking ability particularly in delivering procedural texts.

A. Speaking

Speaking is one of the most important skills in learning English because it enables learners to communicate ideas, information, and opinions orally. Through speaking, students can interact with others and express their thoughts effectively. In language learning, speaking is often considered the primary goal, as learners aim to use English in real communication. Many students evaluate their success in learning English based on their ability to speak the language. Therefore, developing speaking is an essential part of English language learning, and teachers are expected to provide sufficient opportunities for students to practice speaking in the classroom.

According to Brown (2004), speaking is a productive skill that involves producing meaningful language in verbal communication. It requires learners to actively use language to convey messages to others. Speaking also involves the coordination of several linguistic elements, such as pronunciation, vocabulary, grammar, and fluency, which work together to ensure effective communication. In line with this, Harmer (2007) states that successful speaking depends on students' ability to use language appropriately in different situations, while Nunan (2015) emphasizes that speaking activities should involve real communication rather than isolated language practice.

Furthermore, speaking is closely related to communicative competence, which refers to the ability to use language appropriately in social contexts. Learners need to adjust their language depending on the situation and the people they interact with. Students who develop communicative competence are able to participate in conversations more confidently, respond to questions, and maintain interaction effectively. Therefore, speaking activities should be designed to promote meaningful communication rather than simple memorization.

However, many students still face difficulties when they are required to speak English in the classroom. Common problems include limited vocabulary, difficulties in pronunciation and grammar, as well as anxiety and lack of confidence. These factors often make students hesitant to participate in speaking activities and reduce their willingness to express their ideas. Consequently, teachers need to create a supportive learning environment that encourages students to practice speaking actively without fear of making mistakes.

Another important aspect of speaking is fluency, which refers to the ability to speak smoothly and continuously. Fluency allows students to convey their ideas clearly without excessive hesitation. However, fluency does not require perfect accuracy; instead, it focuses on the effectiveness of communication. Students can develop fluency through regular practice and meaningful interaction, such as discussions, presentations, and demonstrations.

For vocational high school students, speaking is particularly important as it supports their future professional needs. Many occupations require the ability to communicate in English with colleagues, customers, or supervisors. Therefore, students need to be able to explain processes, give instructions, and deliver information clearly. In the context of procedural texts, students are expected to explain steps logically and systematically. By engaging in relevant speaking activities, students can improve their communication skills and confidence, which are essential for their future careers.

B. Teaching Speaking

The teaching of speaking is a key element in English language education, as it supports students in using the language for authentic communication. Within EFL contexts, speaking instruction is designed to enhance students' ability to articulate ideas, exchange information, and communicate effectively with others. Harmer (2007) emphasizes that speaking should be taught by providing learners with opportunities to practice the language in meaningful and realistic communicative situations.

Furthermore, effective speaking instruction should integrate both accuracy and fluency. Accuracy is concerned with the correct use of language features such as grammar, vocabulary, and pronunciation, whereas fluency relates to the ability to speak in a smooth and confident manner. Consequently, teachers are required to strike a balance between these two elements to enable students to communicate effectively without focusing too much on errors.

Moreover, teaching speaking requires the use of communicative activities that encourage student interaction. Nunan (2015) emphasizes that speaking activities should involve real communication, where students use language to achieve specific purposes. Activities such as discussions, role plays, and problem-solving tasks can help students develop their speaking through meaningful interaction.

Another important aspect of teaching speaking is the role of the teacher in facilitating learning. Teachers should act as facilitators who guide and support students during speaking activities. They need to provide clear instructions, give constructive feedback, and create a supportive environment that encourages students to participate actively. This approach helps students feel more confident in expressing their ideas.

However, teaching speaking also presents several challenges. Many students experience difficulties such as limited vocabulary, lack of confidence, and fear of making mistakes. These challenges can reduce students' participation in speaking activities. Therefore, teachers need to apply appropriate strategies to overcome these difficulties and encourage students to practice speaking more frequently.

Considering these factors, effective teaching speaking requires the integration of appropriate teaching strategies that promote interaction, build confidence, and support language development. By designing meaningful and engaging speaking activities, teachers can help students improve their ability to communicate effectively in English.

C. Teaching Speaking for Vocational High School

Teaching speaking in vocational high school requires approaches that are relevant to students' future professional needs. Speaking is not only a classroom activity but also a practical skill that students will use in real-life situations, particularly in workplace communication. Therefore, speaking instruction in vocational education should emphasize functional language use rather than theoretical knowledge alone. According to Jeremy Harmer (2007), speaking activities should encourage students to use language communicatively and meaningfully in realistic situations. This means that vocational students need opportunities to practice speaking in contexts that are closely related to their future jobs and daily communication needs.

Vocational high school students are prepared to enter the workforce after graduation. This condition requires them to have the ability to communicate effectively in English, especially in contexts related to their field of study. Based on the Kurikulum Merdeka (Kemendikbudristek, 2022), English learning in vocational schools focuses on developing students' communicative competence in meaningful and contextualized situations. Therefore, English teaching in vocational high schools should integrate practical communication activities that reflect real workplace situations.

In this context, students need to master specific speaking skills such as explaining procedures, giving instructions, and describing processes. These skills are highly relevant to vocational students, as they are often required to demonstrate how to perform certain tasks or operate tools. According to H. Douglas Brown (2004), speaking instruction should involve meaningful interaction in which students actively use language to convey information and ideas. Therefore, speaking activities in vocational high schools should reflect real-world communication tasks that students may encounter in their future careers.

Moreover, English teaching in vocational high schools should emphasize contextual and task-based learning. Students tend to learn more effectively when the materials are connected to their vocational major and real-life experiences. For example, students in computer and network engineering programs can practice speaking through activities such as explaining how to install software, operate devices, or troubleshoot technical problems. This contextual approach helps students understand the practical value of English communication and increases their motivation to participate in speaking activities.

However, teaching speaking in vocational high schools is not without challenges. Many students still have limited vocabulary, low confidence, and insufficient opportunities to practice speaking. In addition, classroom conditions such as large class sizes and limited time allocation can also affect the effectiveness of speaking instruction. These challenges may reduce students' participation in speaking activities and make them reluctant to speak English in class.

To overcome these challenges, teachers need to apply appropriate teaching strategies that encourage active student participation. Interactive and communicative activities such as role plays, demonstrations, presentations, pair work, and group discussions can help students practice speaking in meaningful ways. Teachers should also provide clear models, guidance, and constructive feedback to support students in developing their speaking abilities. According to Harmer (2007), students learn speaking more effectively when teachers create supportive classroom environments that reduce anxiety and encourage participation.

Furthermore, the use of appropriate learning media plays an important role in supporting speaking instruction. Audio-visual media, such as video tutorials, can provide students with clear examples of how to explain procedures orally. Students can observe pronunciation, intonation, gestures, and the organization of spoken language more clearly through videos. By observing and imitating these models, students can improve their understanding and develop their speaking skills more effectively. Therefore, integrating video tutorials into speaking instruction is considered a relevant and effective approach in vocational high school contexts.

D. Challenges in Teaching Speaking in Vocational High School

Teaching speaking in vocational high schools presents several challenges for both teachers and students. One of the most common problems is students' limited vocabulary and grammatical knowledge. Many students still struggle to express their ideas in English because they do not have sufficient language resources. As a result, students often feel hesitant and avoid participating in speaking activities. In addition, students often experience difficulties in organizing ideas and expressing them fluently during speaking activities. These challenges may reduce students' confidence and speaking performance in the classroom.

Another challenge is students' low confidence and speaking anxiety. Fear of making mistakes, being laughed at by classmates, and lack of speaking practice can reduce students' willingness to communicate orally. In vocational high schools, some students may also consider English difficult or less important compared to their vocational subjects. Consequently, students' motivation to learn speaking may decrease. In line with this, Jeremy Harmer (2007) explains that students' emotional factors, such as confidence and motivation, strongly influence their participation and performance in speaking activities. Therefore, teachers need to create supportive and communicative classroom environments to help students feel more confident and actively participate in speaking activities.

Classroom conditions also become another obstacle in teaching speaking. Large class sizes and limited instructional time often make it difficult for teachers to provide equal speaking opportunities for all students. In some cases, teachers may focus more on written exercises because they are easier to manage in large classrooms. This situation can limit students' exposure to speaking practice and reduce their communicative competence. In vocational high schools, teachers also need to balance English instruction with students' vocational needs, which can sometimes make speaking activities less prioritized in the classroom.

To overcome these challenges, teachers should create supportive and student-centered learning environments. Encouraging students to speak without fear of making mistakes is important in building confidence. Teachers can provide positive feedback and appreciation to motivate students to participate more actively in speaking activities. Creating pair work and group discussions can also help students feel more comfortable practicing English with their peers. According to Jack C. Richards (2008), speaking activities should provide students with opportunities to use language interactively and meaningfully. Therefore, communicative speaking activities can help students improve both their confidence and speaking ability.

In addition, teachers need to use engaging teaching methods and media to increase students' motivation. Interactive activities such as role plays, games, demonstrations, and presentations can make speaking practice more enjoyable and meaningful. The integration of video tutorials can also help students understand speaking materials more easily because videos provide visual and audio examples simultaneously. Through repeated observation and practice, students can gradually improve their pronunciation, fluency, and confidence in speaking English.

Furthermore, teachers should relate speaking materials to students' vocational fields and real-life situations. Contextual learning can help students realize the importance of English communication for their future careers. For example, students can practice explaining procedures, presenting products, or simulating workplace communication related to their major. By implementing contextual and interactive speaking instruction, teachers can help students overcome challenges and improve their speaking performance more effectively.

E. Teaching Speaking for 10th Grade Students

Teaching speaking for tenth-grade students requires careful consideration of their level of proficiency and learning characteristics. At this stage, students are generally at the beginner to intermediate level, where they are still developing their basic communication skills. Therefore, speaking instruction should be designed to support gradual learning and build students' confidence.

Tenth-grade students often experience difficulties in speaking English due to limited vocabulary, lack of fluency, and uncertainty in using grammar correctly. These challenges may cause students to feel hesitant and reluctant to participate in speaking activities. As a result, teachers need to create a supportive and encouraging learning environment.

In addition, psychological factors such as anxiety, shyness, and fear of making mistakes often affect students' speaking performance. These factors can reduce students' willingness to express their ideas orally. Therefore, teachers should provide activities that help reduce anxiety and promote confidence in speaking.

To support students' learning, teachers need to provide structured speaking activities that guide students step by step. According to Derakhshan et al. (2021), speaking involves linguistic, cognitive, and affective processes, which means that students need to organize ideas, select appropriate vocabulary, and deliver messages confidently. Therefore, teaching strategies should address all these aspects.

Moreover, engaging and interactive learning activities are important to maintain students' interest and motivation. Activities such as discussions, presentations, and demonstrations can help students practice speaking in a meaningful context. These activities also allow students to interact with their peers and improve their communication skills.

In this context, the use of appropriate learning media can enhance students' speaking development. Video tutorials, for example, can provide clear and structured models of spoken language, helping students understand how to explain procedural steps effectively. By using such media, students can practice speaking in a more guided and enjoyable way, which supports their overall speaking development.

F. Video Tutorials in Teaching Speaking

Video tutorials refer to the use of instructional videos as a learning medium to guide students in understanding and practicing certain language skills. In language learning, videos can function as models that demonstrate how language is used in real communicative situations. According to Suryani (2021), instructional videos provide both visual and auditory input that helps learners understand pronunciation, intonation, and contextual language use more effectively. Through video tutorials, students can observe how speakers communicate ideas, explain processes, and interact with others. This exposure enables learners to gain a clearer understanding of how spoken English is used in authentic contexts. Therefore, video tutorials can serve as an effective medium to support speaking practice in English classrooms.

In the context of teaching speaking, video tutorials are particularly beneficial because they allow students to observe language use in a more concrete and contextual way. Students not only hear spoken language but also see gestures, facial expressions, and actions performed by the speakers. These visual cues help learners interpret meaning more easily and understand how communication occurs in real-life situations. Putra and Hidayati (2023) explain that digital media such as instructional videos can enhance students' comprehension and encourage more active participation in speaking activities. By observing how ideas are expressed in videos, learners can develop better strategies for organizing their own speech.

Another advantage of video tutorials is its ability to provide clear demonstrations of certain tasks or processes. In procedural learning, students are often required to explain steps or instructions in a logical order. Videos allow learners to observe these steps directly, making it easier for them to understand how the process works. Suryani (2021) states that video demonstrations help students visualize processes that may be difficult to explain through text alone. When learners watch how a task is performed step by step, they are better prepared to explain the same process using their own words.

Furthermore, video tutorials can increase students' motivation and engagement in learning English. Traditional teaching methods that rely heavily on textbooks may not always attract students' attention. In contrast, video-based learning provides dynamic and interesting content that can stimulate learners' curiosity. When students watch videos, they tend to become more interested in the lesson and more willing to participate in speaking activities. As a result, video tutorials create a more interactive and enjoyable classroom atmosphere that encourages learners to practice speaking more frequently.

Video tutorials also expose learners to authentic language input. Authentic input refers to language that is naturally used by speakers in real communication. Through instructional videos, students can observe how English is spoken in real contexts, including pronunciation, stress patterns, and conversational expressions. Derakhshan et al. (2021) emphasize that exposure to authentic language input plays an important role in developing learners' communicative competence. When students repeatedly hear and observe authentic speech models, they gradually improve their speaking accuracy and fluency.

Another important aspect of video tutorials is that it supports different learning styles. Some students learn more effectively through visual materials, while others benefit from auditory explanations. Video integrates both visual and auditory elements, making it suitable for diverse learners in the classroom. This multimodal learning experience helps students process information more effectively and retain knowledge for a longer time.

From a theoretical perspective, the effectiveness of video tutorials can be explained through multimedia learning theory proposed by Richard E. Mayer (2021). This theory suggests that learning becomes more effective when information is presented through both visual and auditory channels. Such a combination enables learners to process information more efficiently and develop a deeper understanding. Therefore, video tutorials, as a form of audio-visual media, can support students' speaking development by providing meaningful and integrated learning experiences.

Despite its many advantages, the use of video tutorials requires proper guidance from teachers. Simply showing a video may not automatically improve students' speaking if learners are not actively involved in the learning process. Teachers should guide students to observe important aspects of the video, such as key vocabulary, pronunciation, and the sequence of ideas presented. In addition, teachers should design follow-up activities such as discussions, role plays, or oral explanations to encourage students to practice speaking based on the video content. In conclusion, video tutorials can be an effective medium in teaching speaking, particularly in procedural text learning.

G. Picture-Based Explanation

Picture-based explanation refers to a teaching method that uses visual images, such as photographs, drawings, or illustrations, to support learners' understanding of language concepts. According to Andrew Wright (2019), pictures provide learners with a clear visual context, making abstract ideas more concrete and easier to understand. In language teaching, pictures function not only as visual aids but also as stimuli that encourage learners to describe, compare, and explain what they observe. By connecting images with verbal expressions, students can relate vocabulary and grammar to meaningful communication. In the EFL context, picture-based explanation is particularly useful because it helps reduce linguistic barriers during communication. Through repeated practice with picture-based tasks, learners gradually develop the ability to use the target language more spontaneously and contextually.

The use of picture-based explanation is especially effective in teaching speaking because it provides learners with a concrete reference for expressing their thoughts. Teachers may present a single picture or a sequence of pictures and ask students to describe a situation, tell a story, or explain a process. This activity helps students organize their ideas and practice speaking in a structured way. The teaching process usually involves presenting the images, guiding students to observe and take notes, encouraging discussion in pairs or groups, and finally asking students to present their explanations orally. Through these steps, students can gradually build confidence in speaking.

Another advantage of picture-based explanation is its ability to create a supportive learning environment for speaking practice. Many students feel anxious when they are required to speak English in front of others. Visual prompts can reduce this anxiety because they provide clear guidance on what students should talk about. Instead of generating ideas independently, learners can rely on the images as references. This support helps students focus more on expressing their ideas rather than worrying about what to say.

Recent studies have also shown that picture-based explanation can help overcome common challenges in speaking. For example, Hapsari and Sukmawati (2021) found that the use of picture series significantly improved students' fluency and accuracy in describing sequences of events. Similarly, Yuliana (2022) reported that picture-based tasks increased students' motivation and reduced their dependence on their first language during classroom interaction. These findings suggest that visual prompts function not only as linguistic support but also as psychological support that encourages students to participate more actively.

From a theoretical perspective, the effectiveness of picture-based explanation can be related to visual learning principles, where learners process information more effectively when it is presented in visual form. Visual representations help students understand concepts, recall information, and organize ideas before expressing them verbally. Therefore, pictures serve as scaffolding tools that support both comprehension and language production in speaking activities.

Furthermore, picture-based explanation helps bridge the gap between comprehension and language production. Students may understand a concept or process but struggle to explain it verbally. Pictures serve as memory aids that help learners recall information and organize their ideas into coherent speech. This support is particularly useful when students are required to explain procedural texts, where clear sequencing and logical organization are important. In this study, picture-based explanation is used as a comparison method to examine its effectiveness in teaching speaking.

H. Previous Studies

Previous research has widely investigated the role of instructional media in improving students' speaking skills in EFL contexts. Speaking is considered a complex language skill because it requires learners to simultaneously apply vocabulary, grammar, pronunciation, and fluency during real-time interaction (Derakhshan et al., 2021). Consequently, many scholars have focused on the use of innovative media, particularly video-based and picture-based tools, to enhance speaking instruction and promote student participation.

In particular, several studies have emphasized the effectiveness of video-based learning in teaching speaking. Putra and Hidayati (2023), for example, conducted a quasi-experimental study to examine the impact of digital video on students' speaking performance. The results showed that students who learned through video-based instruction outperformed those who received conventional teaching, especially in terms of pronunciation and fluency. Similarly, Suryani (2021) reported that instructional videos significantly increased students' motivation and improved their understanding of procedural explanations by presenting them in a clear and systematic manner.

In addition, research by Jati et al. (2019) revealed that video tutorials improved students' speaking performance by providing authentic language input and clear models of communication. Students were able to imitate pronunciation, intonation, and expressions from the videos, which contributed to their speaking development. These studies indicate that video tutorials are effective in enhancing students' speaking because they combine visual and auditory input that supports both comprehension and production.

On the other hand, several studies have examined the use of picture-based media in teaching speaking. Wright (2019) emphasizes that pictures provide a clear visual context that helps learners express ideas more easily. Hapsari and Pratiwi (2020) conducted a study which showed that picture-based media significantly improved students' speaking performance, as students were able to organize their ideas more effectively when using visual prompts. Similarly, Hapsari and Sukmawati (2021) found that picture series improved students' fluency and accuracy in explaining sequences of events.

Furthermore, Yuliana (2022) reported that picture-based speaking activities increased students' motivation and participation in the classroom. Students became more confident because they had clear visual references to support their explanations. In line with this, Siregar and Eswarny (2020) found that visual media reduced students' anxiety and encouraged them to speak more actively. These findings suggest that picture-based explanation is effective in supporting students' speaking, particularly in helping them generate and organize ideas.

Based on the findings of these previous studies, it can be seen that both video tutorials and picture-based explanation have significant potential in improving students' speaking. However, most previous studies focused on general speaking skills and did not specifically examine students' ability to explain procedural texts. In addition, limited research has compared the effectiveness of video tutorials and picture-based explanation in vocational high school contexts. Therefore, this study aims to fill this gap by investigating the effectiveness of video tutorials in teaching speaking, particularly in procedural text learning.