

CHAPTER 2

LITERATURE REVIEW

In this chapter, the writer discussed and elaborated some theories which related to the study. The discussion focuses on speaking report text, youtube-based learning and pictures series.

2.1 The General Concept of Speaking

Speaking is one of the fundamental productive skills in English, alongside writing, which plays a significant role in effective communication. It allows individuals to express their ideas, feelings, emotions, and opinions orally. Speaking is not just the act of producing sounds or uttering words; it is a complex process that involves thinking, organizing ideas, selecting appropriate vocabulary, using correct grammatical structures, and conveying meaning through both verbal and non-verbal cues.

According to Brown (2004), speaking is an interactive process of constructing meaning that includes producing, receiving, and processing information. This definition highlights the dynamic and reciprocal nature of speaking, where speakers and listeners are actively engaged in a shared communicative activity. In this process, speakers must not only generate speech but also listen attentively, interpret messages, and respond appropriately. In English as a Foreign Language (EFL) contexts, speaking is considered a crucial skill to develop, as it empowers learners to participate in real-life conversations, academic discussions, and social interactions.

Harmer (2007) adds that speaking is the ability to use linguistic knowledge effectively in actual communication. This ability encompasses several key components, such as fluency, accuracy, pronunciation, grammar, and vocabulary. Fluency refers to the ability to speak smoothly without unnecessary hesitation, while accuracy focuses on the correctness of language use, including grammar and vocabulary. Pronunciation is essential for intelligibility and clarity, enabling

the speaker to be easily understood by others. All these components must be integrated to produce meaningful and effective spoken language.

Moreover, speaking is closely tied to both linguistic competence and communicative competence. Linguistic competence involves knowledge of the language system, including syntax, morphology, phonology, and semantics. Communicative competence, on the other hand, refers to the ability to use language appropriately in various social contexts. Therefore, in the teaching of speaking, it is important to address both aspects to help learners become proficient communicators.

Recent studies also emphasize the importance of interaction and feedback in developing speaking proficiency. According to Leong and Ahmadi (2017), speaking requires not only mastering linguistic components but also the confidence to use them in meaningful communication. Their study found that motivation, anxiety, and classroom environment play significant roles in students' speaking performance. Similarly, Goh and Burns (2012) argue that teaching speaking must go beyond practicing pronunciation and grammar; it should involve designing tasks that reflect real-life communication.

Effective speaking instruction should include opportunities for learners to engage in meaningful interaction, practice real-life conversations, and receive feedback on their performance. Activities such as role plays, group discussions, presentations, interviews, and storytelling can foster speaking development. Additionally, incorporating audio-visual media, such as videos and recordings of native speakers, can expose learners to authentic language use and improve their listening and speaking skills simultaneously (Almurashi, 2016).

In conclusion, speaking is an essential skill in English language learning that involves more than just verbal expression. It requires the integration of various sub-skills and competencies to enable learners to communicate effectively. As such, the teaching of speaking should be comprehensive, interactive, and learner-centered to meet the diverse needs of EFL students.

2.1.1 The Purpose of Teaching Speaking

The primary objective of teaching speaking in English as a Foreign Language (EFL) contexts is to develop learners' ability to communicate clearly, fluently, and confidently in spoken English. This includes not only mastering pronunciation, grammar, and vocabulary, but also expressing ideas coherently, responding appropriately in conversations, and engaging in meaningful interactions in a variety of real-life situations. In recent years, the use of digital platforms particularly YouTube has gained growing attention as an effective media for supporting the development of students' speaking skills. YouTube offers abundant spoken English input in authentic contexts, providing exposure to natural language use, a variety of speaking styles, and culturally rich interactions (Puspitasari & Sofiana, 2024).

However, in many EFL classrooms, both teachers and students encounter several problems in teaching and learning speaking. One major issue is the limited classroom time devoted to oral communication, as instruction often prioritizes grammar and writing over speaking practice (Rao, 2019). Students also lack exposure to authentic English conversations, which makes it difficult for them to internalize natural speech patterns and conversational norms (Zhang & Zou, 2020). Psychological barriers such as anxiety, fear of making mistakes, and low self-confidence further hinder students from participating actively in speaking activities (Nazara, 2019). From the teachers' perspective, challenges arise in providing sufficient authentic materials and creating interactive speaking opportunities, especially in contexts where access to native speakers and digital resources is limited (Rohmah & Sutrisno, 2021). These problems result in many learners struggling with fluency, accuracy, and spontaneity when using English in real communication.

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YouTube's vast and easily accessible content helps learners improve their awareness of pronunciation patterns, intonation, fluency, and conversational norms. This type of exposure allows students to observe how English is spoken in everyday communication, thus aiding their development of communicative competence. Learners become more capable of understanding how to initiate, maintain, and end conversations, and how to adapt their language use based on context skills that are essential in real-world interactions (Negewo et al., 2024). By watching real-life spoken English, learners are also able to internalize natural speech patterns and become more confident when producing language orally.

Incorporating YouTube into speaking instruction can also contribute to fostering a more positive attitude toward learning to speak. Students often feel anxious or reluctant when asked to speak in front of peers, especially in foreign language contexts. However, the integration of engaging and relatable video content can create a more relaxed classroom atmosphere, increase motivation, and help reduce speaking anxiety (Utami, 2023; Meilasari et al., 2023). When learners are exposed to interesting and contextually rich spoken content, they are more likely to participate actively and take risks in using the language.

In academic contexts, teaching speaking is not limited to casual conversation but also includes helping students develop the ability to speak clearly and effectively during presentations, discussions, and classroom activities. YouTube can serve as a model for these purposes by showing examples of effective speech delivery, language use in formal contexts, and how ideas are structured and conveyed orally. This visual and auditory input supports learners in organizing their own thoughts and expressing them appropriately in spoken form, which is crucial for both academic success and future professional communication (Puspitasari & Sofiana, 2024).

In conclusion, the use of YouTube as a media in teaching speaking offers significant benefits in EFL contexts. It provides learners with authentic input, promotes communicative confidence, increases engagement, and helps reduce speaking-related anxiety. Through regular exposure to real spoken English via

YouTube, students can improve their fluency, pronunciation, and overall communicative competence in a meaningful and motivating way.

2.2 Report Text

Report text is one of the factual genres in English that aims to systematically present information about a subject, phenomenon, or category of things. Its primary purpose is to provide a scientific and objective description so that the readers can gain a comprehensive understanding of the topic. Unlike descriptive text, which focuses on a single object in detail, report text tends to describe a whole class or category. For example, a descriptive text might explain “*My Cat*” by focusing on its unique characteristics, while a report text would discuss “*Cats*” in general, providing information about their classification, physical features, behavior, and habitat. This distinction highlights that the communicative purpose of report text is to inform rather than to entertain or persuade.

The functions of report text extend beyond simple communication. Academically, report texts are valuable for fostering students’ literacy and scientific reasoning. By engaging with report texts, learners are encouraged to gather information from various sources, classify it systematically, and present it in written or spoken form. This process sharpens their ability to think critically and logically because it requires categorization, generalization, and synthesis of factual data. In addition, report text is also relevant in professional and scientific settings, such as research articles, encyclopedias, textbooks, and field reports, where clarity and objectivity are essential.

Structurally, report text consists of two main components: general classification and description. The general classification introduces the subject matter and identifies the broad category or class to which it belongs. For instance: “*A whale is a large mammal that lives in the ocean.*” This section lays the foundation of the report by situating the subject within a wider context. The description, on the other hand, elaborates on the subject by providing detailed factual information. In this section, the writer may describe appearance, behavior, function, and habitat. For example, in a report text about whales, the description could include details about their size, their migratory habits, their method of

communication, and their ecological role in maintaining marine biodiversity. This two-part structure ensures that the information is conveyed logically and systematically.

From a linguistic perspective, report texts have distinctive language features that reflect their factual and objective nature. They typically use the simple present tense to express general truths and timeless facts (e.g., “*Whales migrate long distances during the year.*”). They also contain technical or scientific vocabulary related to the subject matter, ensuring accuracy and precision. Relational verbs such as *is*, *are*, *have*, and *belong* are common because they establish relationships of classification and definition (e.g., “*The whale is a mammal.*”). Furthermore, report texts often employ general nouns (e.g., “*lions,*” “*trees,*” “*volcanoes*”) rather than specific names, reflecting their generic focus. Connectors and conjunctions such as *in addition*, *moreover*, *however* are used to link ideas and maintain coherence throughout the text.

In terms of pedagogy, report text plays a crucial role in the English language curriculum. It provides opportunities for students to develop both receptive and productive skills. Reading report texts helps learners identify main ideas, distinguish supporting details, and expand vocabulary related to scientific or social topics. Writing report texts, on the other hand, trains students to organize information in a structured way, practice formal writing style, and apply accurate grammar and vocabulary. Oral presentations of report texts also enhance speaking skills, as students must explain factual information clearly and confidently, often supported by visual aids such as picture series or multimedia resources.

Despite its importance, students frequently encounter challenges in mastering report texts. Studies show that difficulties often arise in three main areas: vocabulary mastery, idea organization, and language accuracy. Learners may struggle to understand technical terms, identify the main idea, or distinguish between general and specific information. Writing report texts is also challenging because students must avoid subjective language and personal opinions, which are not suitable for this genre. Instead, they need to practice presenting information in a clear, objective, and well-organized manner. Teachers, therefore, need to adopt

varied instructional strategies, such as visual media, project-based learning, and digital resources, to scaffold students' learning effectively.

In summary, report text is a genre that provides structured, factual, and objective information about natural, social, or scientific phenomena. It serves both academic and real-world purposes by promoting clarity, objectivity, and systematic organization of information. With its distinctive purpose, structure, and language features, report text equips students with the ability to communicate knowledge accurately and professionally, making it an essential genre in language learning as well as in scientific and professional communication.

2.3 Teaching Speaking through YouTube

YouTube is a widely accessible digital platform that offers a diverse range of videos, including educational content, making it an ideal tool for language instruction. In the context of language classrooms, YouTube exposes students to real-life conversations, pronunciation models, and visualized topics, enhancing the learning experience. As Almusharraf and Alotaibi (2021) suggest, the integration of YouTube into the classroom can significantly improve listening and speaking skills. The platform offers multimodal input, combining audio, visual, and contextual cues, which supports learners in understanding both the language and the surrounding context. Berk (2009) further emphasizes that videos can increase motivation, engagement, and retention in students, making the learning process not only more interactive but also more enjoyable.

The functions of YouTube in speaking instruction directly align with the benefits of multimodal learning, which YouTube provides. By using YouTube videos, students can listen to native speakers, which is crucial for imitating pronunciation and intonation accurately. This is particularly beneficial for students who may have limited exposure to native English speakers in their daily lives. Furthermore, YouTube videos provide context for vocabulary, enabling students to learn words and phrases in their natural usage, thereby improving their understanding and retention. Report-style videos on YouTube also offer an opportunity for students to observe how information is presented clearly and effectively. This structured learning experience helps students to practice speaking

by re-creating or summarizing the content they have watched. For pesantren-based students, who may face challenges accessing native speakers or authentic communication opportunities, YouTube serves as an important bridge to authentic English input, enabling them to engage with the language in a meaningful and realistic way.

The advantages of YouTube as a learning tool further support its effectiveness in enhancing students' speaking skills. One of the primary benefits is that YouTube increases students' interest and motivation by providing engaging, dynamic content that holds their attention. The diverse range of accents and speaking styles available on YouTube also exposes students to different ways of speaking English, broadening their understanding of the language. Additionally, the platform's ability to allow students to pause and replay videos encourages self-paced learning, giving students the flexibility to work through challenging content at their own speed. This feature, combined with the opportunity for students to practice speaking by imitating or creating videos, enhances their language proficiency. According to Saputra (2022), students who incorporated YouTube into their speaking practice showed notable improvements in both fluency and confidence, further illustrating the platform's ability to positively impact language learning.

2.4 Previous Studies

Several studies have investigated the use of multimedia in English learning, particularly focusing on how different tools can enhance students' speaking skills. These studies highlight the effectiveness of multimedia resources, such as YouTube and visual media, in providing students with the opportunity to engage with authentic language input and improve their speaking performance.

For example, Saputra (2022) conducted research showing that the use of YouTube in language classrooms significantly improved students' fluency and pronunciation. By exposing students to authentic, real-world English content, YouTube allows them to hear natural language use, which is crucial for developing accurate pronunciation and improving overall fluency. The visual and

auditory elements of YouTube videos also provide a rich context for learning, making the content more accessible and engaging for students.

Similarly, Almusharraf and Alotaibi (2021) found that YouTube provided a more engaging and authentic model for English as a Foreign Language (EFL) learners, helping to enhance their speaking skills. The interactive nature of YouTube, combined with its wide variety of content, allows students to observe native speakers in real-life contexts, making it easier for them to imitate pronunciation, intonation, and speaking patterns. This exposure to real-life conversations is particularly valuable for EFL learners, who may have limited access to native speakers in their everyday environments.

On the other hand, Anggraini and Fatimah (2020) explored the use of visual media, such as picture series, in language learning. While they found that visual media helped students organize their ideas and structure their thoughts more effectively, they also pointed out a limitation: these resources lack auditory support, which is essential for developing speaking skills. Without the auditory element, students might struggle to understand the correct pronunciation and intonation, which are critical components of effective speaking. This finding highlights the importance of using multimedia tools, like YouTube, that combine both visual and auditory inputs to provide a more holistic learning experience.

Additionally, Rohmah and Sutrisno (2021) emphasized the need for innovative media in pesantren (Islamic boarding school) settings, where students often have limited exposure to English and few opportunities for real communication. They suggested that using multimedia resources like YouTube could help bridge the gap by providing students with authentic language input and offering opportunities for practice outside of traditional classroom settings. This is especially beneficial in pesantren, where the use of mobile phones and internet access might be restricted, making it harder for students to interact with native speakers.

Collectively, these studies support the idea that YouTube, when used alongside structured tasks and appropriate scaffolding, is a valuable tool for

improving students' speaking skills. The combination of visual and auditory stimuli provided by YouTube, along with its vast array of content, offers learners an engaging and effective way to develop their speaking abilities, particularly when they have limited access to real-life English interaction.