

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter several theories underlying this study. They are Speaking Skill, Teaching Speaking, Problem In Teaching Learning Speaking, Technology In English Language Teaching(ELT), Youtube, Powerpoint, Previous Of The Study.

A. Speaking Skill

Speaking is one of the core productive skills in language learning that enables learners to express ideas, opinions, and emotions orally. According to Nunan (2003), speaking is a complex skill that requires the integration of linguistic knowledge (such as vocabulary, grammar, and pronunciation) with the ability to use language in real-time communication. Speaking also involves both fluency and accuracy, where fluency refers to the ability to speak smoothly without hesitation, while accuracy refers to the correct use of language rules. Richards and Renandya (2002) argue that speaking is a fundamental skill for learners since it reflects their ability to interact effectively in various contexts, whether in academic or daily communication. Furthermore, speaking is an essential tool for building learners' confidence and self-expression. Learners who develop their speaking skills can actively participate in class discussions, deliver oral presentations, and engage in collaborative learning. Fulcher (2003) states that speaking is a social act that requires learners to make decisions about how to express themselves in order to maintain interaction and social relationships.

Thus, speaking is not merely a linguistic activity but also a social and cognitive process.

Speaking also plays a central role in language acquisition because it reinforces other language skills. For example, during speaking activities, learners simultaneously practice listening, recall vocabulary, and apply grammar rules in real situations. According to Zyoud (2016), speaking is an integrative skill because it connects other aspects of language learning, making it a priority in communicative language teaching (CLT). In this sense, mastery of speaking is not only about articulation but also about the ability to convey meaning effectively. Lastly, in the context of English as a Foreign Language (EFL), speaking becomes even more important since students may not have frequent exposure to authentic English outside the classroom. Teachers, therefore, must create opportunities for learners to practice speaking in interactive and meaningful contexts. By focusing on speaking, students are more likely to develop communicative competence, which is the ultimate goal of language learning (Richards, 2008).

B. Teaching Speaking

Teaching speaking is not simply asking students to talk in English but rather involves designing instructional strategies that build learners' confidence and competence. Brown (2001) emphasizes that teaching speaking must address both fluency and accuracy by using structured activities such as role-playing, storytelling, and discussions.

Teachers must also create supportive classroom environments where learners are encouraged to take risks in speaking without fear of making mistakes. This is particularly important in EFL contexts, where learners often lack real-life opportunities to practice oral communication. According to Harmer (2007), effective teaching of speaking should be student-centered and context-driven. Teachers need to provide meaningful topics that are relevant to students' daily lives, which increases motivation and engagement. By incorporating authentic materials such as videos, interviews, or digital media, teachers can simulate real-world communication, making the learning process more natural. Furthermore, Nunan (2003) argues that successful speaking instruction must combine controlled practice (such as drills and repetition) with communicative practice (such as group discussions), allowing learners to transition from accuracy-focused tasks to fluency-oriented communication.

In addition, teaching speaking must be adapted to students' cultural and social contexts. In Islamic junior high schools, for instance, teaching strategies should integrate values and norms upheld by the institution. Topics that include moral stories, Islamic values, or motivational speeches can be integrated into speaking activities, making them both linguistically beneficial and culturally appropriate. This approach not only strengthens students' speaking skills but also nurtures their moral development. Finally, the role of technology has become increasingly important in teaching speaking. Digital tools such

as YouTube and PowerPoint can provide models of authentic speech and structured activities that support learners' oral communication. Teachers who integrate multimedia into speaking lessons provide students with both input (listening to authentic English) and output (producing spoken English), which accelerates learning and increases motivation (Almurashi, 2016).

C. Problems in Teaching Learning Speaking

Although speaking is a critical skill, it is also one of the most challenging to teach and learn. Ur (1996) identifies four major problems: inhibition (students feel shy and afraid of making mistakes), lack of ideas, low participation (only a few students dominate speaking activities), and reliance on the mother tongue. These challenges are common in EFL classrooms, where students may not be confident enough to speak English in front of their peers. Anxiety and fear of negative evaluation further discourage learners from practicing oral communication. Another challenge in teaching speaking is the lack of exposure to authentic English outside the classroom. In many EFL contexts, students rarely encounter English in their daily lives, which limits opportunities to practice speaking naturally. According to Riswandi (2016), this lack of exposure makes students hesitant to use English, as they feel uncomfortable and unfamiliar with real communication situations. Consequently, they may memorize vocabulary and grammar but fail to apply them effectively in spontaneous conversations.

Teacher-related factors also contribute to speaking difficulties. Some teachers rely heavily on traditional methods such as grammar-translation, which focus more on reading and writing rather than communicative practice. As a result, students receive little opportunity to engage in authentic speaking tasks. Moreover, teachers may lack sufficient training in using communicative or technology-based approaches, which can limit the variety and effectiveness of classroom activities. Cultural and institutional factors may also affect the teaching of speaking. In some contexts, cultural norms emphasizing modesty and group harmony discourage students from speaking up, especially when expressing personal opinions. In Islamic junior high schools, for example, students may be reluctant to take risks in speaking due to cultural expectations of politeness and humility. This creates additional challenges for teachers, who must find innovative and culturally appropriate ways to motivate students to practice speaking actively.

D. Technology in English Language Teaching (ELT)

The role of technology in English Language Teaching (ELT) has become increasingly significant in the 21st century. Raja and Nagasubramani (2018) explain that technology enhances student engagement, supports learner-centered approaches, and provides diverse resources for language learning. By integrating tools such as videos, online platforms, and multimedia presentations, teachers can create interactive and dynamic learning environments that promote speaking practice. Technology also supports differentiated learning by

allowing students to practice at their own pace. Arifah (2014) highlights that multimedia resources such as animations, online exercises, and recordings make abstract concepts more concrete and easier to understand. For speaking, technology offers opportunities for learners to listen to authentic English, practice pronunciation through speech recognition, and engage in simulated conversations. These interactive experiences motivate students and help reduce language learning anxiety.

Another advantage of technology in ELT is accessibility. Digital tools provide learners with the ability to access learning materials anytime and anywhere, which extends learning beyond the classroom. This is particularly useful in EFL contexts, where opportunities for authentic English practice are limited. With the support of mobile devices and internet access, students can practice listening and speaking independently, enhancing their language development. However, the integration of technology also comes with challenges. Not all students have equal access to devices or stable internet connections, and teachers may require training to use technology effectively. Despite these challenges, technology remains a powerful tool that can transform the teaching of speaking into a more engaging, student-centered, and effective process.

E. Youtube for English Language Learning

YouTube is one of the most effective platforms for integrating authentic spoken English into classroom instruction. Almurashi (2016)

argues that YouTube provides learners with exposure to real-life communication, offering diverse accents, vocabulary, and cultural contexts. This variety helps learners improve their listening comprehension and pronunciation while expanding their vocabulary. The combination of audio and visual input also makes language learning more engaging and easier to comprehend. YouTube can be used for a variety of speaking activities, such as listening to a video and summarizing its content orally, practicing pronunciation by imitating speakers, or discussing the main ideas of a video with peers. Riswandi (2016) found that using YouTube-based learning activities improved students' speaking fluency and confidence, as learners felt more motivated and less anxious when engaging with multimedia content compared to traditional materials. Moreover, YouTube allows teachers to select content that aligns with students' cultural and religious backgrounds. For instance, in Islamic junior high schools, teachers can use videos featuring moral stories, motivational talks, or Islamic scholars, which not only improve language skills but also reinforce students' identity and values. This culturally responsive approach ensures that learning remains meaningful and relevant to students' lives. Finally, YouTube supports independent learning by enabling students to access videos outside the classroom. Learners can rewatch videos, practice pronunciation, and mimic speech patterns at their own pace, reinforcing classroom learning. This autonomy fosters learner responsibility and provides additional exposure to English, which is

crucial in contexts where authentic input is limited.

F. Powerpoint

PowerPoint is another technology widely used in English language teaching to support structured and visual-based learning. Harmer (2007) notes that visuals such as images, diagrams, and bullet points help learners understand and retain vocabulary better. PowerPoint presentations allow teachers to organize content clearly and systematically, making it easier for students to follow lessons. For speaking activities, PowerPoint can display key vocabulary, sentence structures, and prompts that guide students in producing oral communication. PowerPoint is also a useful tool for student presentations. Learners can create their own slides and use them as a framework for delivering oral presentations, which helps them organize ideas and reduce speaking anxiety. According to Arifah (2014), PowerPoint encourages students to plan their speech systematically while providing visual support that strengthens comprehension and vocabulary usage. This combination of visual and verbal modes enhances learners' confidence and performance in speaking. In contexts where internet access is limited, PowerPoint remains a practical tool because it does not require online connectivity. Teachers can prepare slides with images, text, and sample dialogues that support speaking activities. In this way, PowerPoint provides structure to lessons while still allowing interaction and creativity in speaking tasks. Moreover, PowerPoint can be combined with other media such as audio

recordings or short video clips, making it more dynamic. By integrating images, sound, and text, PowerPoint supports multimodal learning that caters to different learning styles. Thus, PowerPoint is not just a teacher's tool but also a medium that empowers students to become active participants in speaking activities.

G. Previous Studies

Several studies have highlighted the effectiveness of YouTube and PowerPoint in improving students' speaking skills. Almurashi (2016) demonstrated that YouTube videos provide authentic language input that significantly improves learners' listening and speaking abilities. Similarly, Riswandi (2016) found that using YouTube in EFL classrooms reduced students' anxiety, increased motivation, and improved fluency. These findings suggest that YouTube is a valuable resource for teaching speaking, especially in contexts where authentic exposure to English is limited. On the other hand, studies on PowerPoint also show positive results.

Sembiring (2018) reported that PowerPoint presentations helped students organize ideas and speak more confidently during oral tasks. Arifah (2014) also emphasized that PowerPoint enhances students' comprehension and vocabulary retention by providing structured and visual support. These findings indicate that PowerPoint can effectively support speaking instruction by combining structure and creativity. Some researchers have also explored the integration of both tools.

Zazulak (2016) argued that combining digital platforms like

YouTube with classroom technologies such as PowerPoint creates blended learning environments that maximize engagement and language development. In such contexts, students are exposed to authentic language input through videos and are then guided to produce structured output through presentations. In conclusion, previous studies highlight the complementary strengths of YouTube and PowerPoint in teaching speaking. While YouTube offers authentic, engaging input, PowerPoint provides structured support for output. Combining both tools allows teachers to design comprehensive speaking lessons that address learners' needs for fluency, accuracy, and confidence.

State the differences between this research and previous research although several previous studies investigated the use of YouTube or PowerPoint in improving students' speaking skills, this research has several important differences. First, most previous studies examined YouTube as a single medium, while this study directly compares the effectiveness of YouTube videos and PowerPoint slides within the same experimental design. Second, earlier researchers generally focused on general EFL contexts, whereas this study specifically investigates speaking skill improvement in an Islamic junior high school, integrating culturally relevant content and moral-based videos. Third, this study employs ANCOVA to compare post-test results by controlling pre-test scores, a statistical approach not used in most earlier studies. Finally, this research contributes a new perspective by

combining authentic audiovisual input (YouTube) and structured output media (PowerPoint) to evaluate which medium is more effective for developing students' pronunciation, vocabulary, fluency, grammar, and comprehension.