CHAPTER II
LITERATURE REVIEW

A. **Speaking**

  1. **The Nature of Speaking Skill**

      Speaking is one of the four key language abilities involved in responding to and interacting with people, providing understandable spoken engagement. Comprehension, pronunciation, grammar, vocabulary, fluency, and tone or emotion are all aspects of speaking skills. Speaking is the concrete expression of an abstract system. In other words, speaking is the physicalization of notions, presuppositions, and ideas that exist in the human schema. Speaking transforms intangible concepts into utterances and sounds that have meaning. The latter is only useful because it entails the creation of a phonological or grammatical system without reference.

      In addition, speaking is defined in a variety of ways by experts, According to Koşar & Bedir (2014), speaking is an interactive process of constructing meaning that consists of producing and receiving information. The elements of speaking such as pronunciation, listening, and grammar skill can be mastered by speakers to produce effective spoken language (Oktaviani, 2017). Each person concentrates on the use of language rather than the use of language when they engage or communicate verbally. Additionally, speaking is the process of creating and communicating ideas via the use of both verbal and non-verbal cues (Chaney in Kayi, 2006). Accordingly, spoken language combines verbal and non-verbal cues to convey ideas or meaning to a listener or speaker in a variety of situations.

      The ability to communicate effectively is crucial for success in today's globalized society. Speaking skills are a tool for communication. Without the use of language, perfect communication is not possible between humans. In addition, without having appropriate speaking skills to communicate, people cannot attain their purposes, goals, and objectives. Therefore, this type of speaking does not require interaction between speakers. The former,

on the other hand, is both productive and receptive as it requires the interlocutor to receive, interpret, and produce the message. It aims to get a successful reciprocal interaction: the act of communication through speaking is usually carried out in face-to-face interaction and occurs as part of a dialog or other form of verbal exchange.

The researcher comes to the conclusion that speaking skills are one of the productive skills, which refers to the capacity to use spoken language through sounds to exchange ideas, transmit meaning, and engage with people. It has a wide range of elements, including listening comprehension, pronunciation, and grammar abilities in a variety of contexts.

2. **Elements of Speaking Skill**

Speaking English as a foreign language is a challenging talent to teach and learn since students must master a variety of skills, including vocabulary mastery, precise pronunciation, knowledge of grammar, and others. All these factors must be considered by students when they desire to talk (Haryudin and Jamilah, 2018:59). Speaking skills are described as those that help to communicate clearly. It enables to communicate information verbally and in a way that the listener can understand. Speaking is an interactive process where information is conveyed and, if necessary, the listener takes action. In order to communicate successfully, it is crucial to acquire both speaking and listening abilities. Brown (2003:148) stated in general, speaking skills include 5 elements namely; 1) Fluency, 2) Vocabulary, 3) Grammar, 4) Pronunciation, and 5) Comprenesion. The five elements in speaking skills are explained as follows :

a. Fluency

According to Hedge (2000), fluency is the capacity to react coherently by tying together words and phrases, clearly pronouncing sounds, and applying emphasis and intonation. Hughes (2002) defined fluency as the ability of a student to talk in a way that is understandable so as to avoid interrupting a conversation because the listener might become disinterested.

b. Vocabulary

Vocabulary is a collection of familiar words. A very helpful and important tool for speaking and learning is vocabulary, which usually increases with age. One of the main obstacles in learning a second language in speaking is developing a large vocabulary.

c. Accuracy

Accuracy is the second component of speaking ability. Students should be proficient in the language they are learning. As a result, when teaching, teachers should place a strong emphasis on correctness. When speaking, learners should pay close attention to the fullness and accuracy of language forms by paying attention to grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

d. Pronounciation

According to Thornbury (2005), pronunciation is the area of information that students often pay the least attention to. Students must grasp the phonological rules, be aware of the different sounds, and know how to pronounce them in order to speak English correctly. Stress, intonation, and tone should also be known by learners. All of these aspects aid pupils in speaking English clearly and fluently.

e. Comprehension

Comprehension is the human ability to understand language, an exercise that trains students to understand language. In addition, understanding is also defined as the ability to fully understand and apply each speaker's understanding of the topics discussed in the conversation.

Based on the explanation of speaking skills above, the researcher concludes that someone who has speaking skills when they know how to imitate speech in spoken or spoken form. Apart from that, they are also able to build relationships, communicate with each other, provide feedback and develop their communication skills. Based on the students' problems mentioned in the research background, the researcher uses all

aspects used to measure the progress of students' speaking skills in each cycle as indicators of teaching speaking in class.

3. **Types of Speaking Skills**

Speaking and listening are almost always tightly related from a communicative and pragmatic perspective in language lessons. Even though speaking and listening are distinct abilities, it is nevertheless incredibly challenging to produce spoken language since there is no direct relationship with oral comprehension. Given that dialogue is the most common type of performance in the field, there is a specific relationship between these two performance types (Brown, 2001: 267). In addition, he lists six types of speaking :

a. Imitative Speaking

This speaking type is only suitable for a short teaching time. However, the terms "human tape recorder" or "parrot" are also used when students are trying to think of certain sounds or develop intonation patterns.

b. Intensive Speaking

This type goes a step further than imitation speaking. Any speaking exercises that target a particular phonological or grammatical feature of language are included. An illustration of intensive speaking is:

1) directed response tasks

2) real-aloud tasks

3) sentence/dialogue completion tasks and oral questionnaires

4) picture cued tasks

5) translation

c. Responsive Speaking

Many of the students' classroom speeches are of this nature. It takes the shape of a brief dialogue in response to a teacher or student initiated query or remark. Respondent speaking examples include:

1) question and answer

2) giving instructions and directions

3) paraphrasing

d. Transactional speaking (dialogue)

This type is use to exchange specific information or to communicate information. A more advanced form of responsive language. An illustration of transactional speaking is:

1) Interview

2) discussion and conversation

e. Interpersonal Speaking (dialogue)

In addition to the fourth style of dialogue, there is also this type. It is done more for the goal of preserving social connections than for the dissemination of knowledge. The English for Vocational Schools is where you'll primarily find this. Interpersonal speaking examples include:

1) role play

2) discussion and conversation

3) games

Interpersonal refers to interpersonal communication. It indicates that there are multiple speakers. This form of speaking focuses more on how language is used in a social setting; it attempts to communicate organically based on the events taking place in society. Interpersonal communication differs from transactional communication in how people react in a conversation. If it is in a formal setting that calls for a definitive response, it falls under the category of transactional speech. However, if the conversation is casual, the response may vary depending on the listener's intent.

f. Extensive Speaking (Monologue)

Students in advanced to intermediate levels should take this kind of course. It takes place orally and takes the form of summaries, reports, or possibly brief speeches. It could be pre-planned or unexpected. More formal and thoughtful terminology is being employed. Long-winded speaking is demonstrated by:

1) Oral presentations

2) Picture-cued-storry telling

3) Retelling a story, news event

4) Translation (extended prose)

Based on the explanation above, it can be concluded that responsive and extensive speech types are used in this research. the teacher interacts with students during the Canva teaching and learning process to make the class more active as an embodiment of the responsive speaking type. At the same time, extensive speaking types are used to help students understand English texts and improve their vocabulary.

4. The Principles for Teaching Speaking English

In the process of teaching speaking, it is necessary to follow several principles so that lessons or teaching materials are easier to understand and more interesting to follow. According to Brown (2007), there are several principles of teaching speaking English as follows:

1. focus on fluency and accuracy, depending on the objective. In teaching speaking, the teacher not only teaches students how to speak English fluently, but the teacher also has to teach them how to speak English. They write good sentences, pronounce them correctly, choose the appropriate words and expressions. This can be done step by step depending on the goal the teacher wants to achieve. .

2. provide intrinsic motivation techniques. A teacher is expected to plan learning activities using techniques that involve the end goals and interests of students, as desired. needs for knowledge, status, acquired skills and autonomy, and "to be all they can be". This is so that students can enjoy it and know why they do these activities.

3. encourage the use of authentic language in meaningful contexts. It's not easy to keep creating meaningful interactions. We all succumb to the temptation to speak up, little intermittent grammar exercises where we go around the room inviting each student to choose the correct answer. It

takes energy and creativity to build authentic contexts and meaningful interactions, but with the help of a teacher's arsenal of resources, it can be done. Even exercises can be done to get a real feel.

4. Give comments and feedback if any. Students are completely dependent on the teacher for helpful linguistic feedback. It is important for teachers to build on their English knowledge to provide the right kind of corrective feedback at this point. Feedback on student mistakes is important because it can help them avoid making the same mistakes in the future.

5. Take advantage of the natural relationship between speaking and listening. Many of the interactive techniques involved in speaking also include, of course, listening. Don't miss the opportunity to integrate these two skills. Because can focus on the purpose of speaking, the goal of listening can naturally coincide, and the two skills can reinforce each other. Language production skills often begin with understanding.

6. Provide opportunities for students to initiate oral communication. Many typical classroom interactions are characterized by teacher initiation of language. We ask questions, give instructions, and provide information, and students are conditioned to "speak only when spoken to." Part of oral communication skills is the ability to start a conversation, suggest topics, ask questions, control the conversation, and change the subject. When designing and using speaking techniques, ask yourself if you allow students to initiate language.

7. Encourage the development of oral strategies. The concept of strategic competence is one that few beginners know about. They just haven't thought about developing their own personal strategy for achieving their verbal communication goals. The classroom can be a space where students see and have opportunities to practice strategies such as asking for clarification (what), asking someone to repeat something (Excuse me?), use fillers (uh, I mean, yeah) to extend processing time, use conversational cues (Uh huh, right. Yes. Okay, Hmm), get someone's attention (Hey; say, I see), use interpretation for unfabricable structures, use pantomime and

nonverbal expressions to convey meaning, etc.

From the explanation above, the researcher concluded that the use of Canva media can help students learn speaking skills. Teacher can use Canva as a media to build student motivation, besides focusing on the fluency and accuracy of student speaking, teacher can rely on Canva media for developing aspects of student speaking. Teachers can develop students' speaking by using Canva media to help students communicate orally.

B. **Canva**

1. **Definition of Canva**

Canva is one of the programs used to make designs freely and without charge with templates and appealing graphics so that students may express themselves freely and have a variety of options to choose from when filling out the words on the poster (Adi, 2020:7). Canva is a program that has a lot of useful features, but it doesn't have as many as the Adobe suite programs like Photoshop and Illustrator. Nonetheless, Canva is a very helpful tool for developing content. Canva may be used by those who are illiterate. Cloud here is typically used by people who are just learning the material or have never before used a graphics design application. There are several ready-made templates in the Canva app that may be used at any time without needing to be designed from scratch. Users can use this application by downloading it from the Google Play Store or the Canva website, this Canva application is compatible with PCs as well as iPhone, iPad, and Android devices.

In addition, this canva application can be used online via a desktop browser or can be downloaded via the Appstore or Play Store mobile application. In addition, Canva is available in two versions, namely the free version and the paid version (Pro). Since 2013, the Canva app has been downloaded by more than 60 million monthly active users in 190 countries around the world. And of those tens of millions of people already know what Canva is, more than 7 billion designs have been created. From the

problems that Melanie Perkins, Cameron Adams, and Cliff Obrecht found in the field because there are so many people who want to create their own designs easily. Learning activities might even affect students psychologically, his demonstrates how crucial the usage of media is during the educational process. Students might be motivated to learn with engaging learning materials.

Moreover, they developed a Canva application that they packaged with the principle of "making complex things simple". Canva makes it very simple for teachers to create educational media. According to (Triningsih, 2021), who claimed that Canva facilitates the learning process for both teachers and students. Makes it simple for instructors and students to carry out the learning process, which is based on technology, skills, creativity, and other advantages. This is due to the fact that the outcomes of design created using Canva can increase students' enthusiasm and interest in learning activities. By presenting educational materials and materials in an appealing way, you can engage students more in learning activities and boost their motivation.

2. **The Procedure of Canva**

Teacher are expected to increase students capacity to produce more engaging and inventive learning materials for students by using tools for learning like Canva. Because developers created Canva with the intention of making it simpler for users to upload their ideas in any format and design, using the app is quite simple. Teachers can create visual designs quickly and effortlessly with Canva, and they can select from a variety of available content to produce engaging and cutting edge learning materials. According to Fajri et al, (2022), The procedur for use Canva application to create teaching and learning media are as follows, as well as the steps for using Canva in classroom learning activities ;

a. Access the application by clicking the link to the Canva application (online) at Canva.com.

b. Login or registration: If a participant already has an account or has

registered, they can log in right away. If they still don't have an account, they must first register.

c. Participants can register for free or simply login using their email address and password if the y do not already have an account.

d. Participants will be immediately redirected to the main screen of the Canva application after successfully enrolling or creating an account there. You get to pick the teacher.

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e. Once participants have logged in using the Canva app successfully, they may select the type of media to be made in the app. Some templates are free (free), while others need payment (pro). Also, the participants can pick whether to develop audiovisual (video) learning media or only visual media. The following step is to select using the search and learning-related search buttons (education presentation).

f. The next stage is to alter the data (words, titles, sentences, photos, and so on) in accordance with the teacher's instructions and the course content after the participants select the type of display using the Canva application's template.

g. The next step is to download the typed data, which may be stored as images (JPEG or PNG) or other data, such as PDF file types, when the teacher has finished filling in the data or learning material in line with the topic to be taught.

h. After the data has been downloaded and saved on the computer/laptop, the teacher can then proceed to show the visual learning materials to the class. When displaying a file that has been stored as a pdf, do the following: (if the PDF application on the laptop uses Acrobat PDF Pro 11) 1. Open the PDF document file. 2. Click the view button at the top of the page. 3. Click full screen mode by pointing down or by simply clicking the button. 4) on the keyboard, press CTRL + L, 5) the teacher is

now prepared to walk the class through the material using visual aids created with the Canva program.

Based on the explanation above, the researcher concludes that the procedure for using the Canva application to create learning media is as follows, as well as the steps for using Canva in classroom learning activities ; a. Participants will be directed to the main screen of the Canva application after successfully registering or creating an account there. b. The next stage is to change the data (words, titles, sentences, photos, and so on) according to the teacher's instructions and subject matter after the participant chooses the display type using the templates in the Canva application. c. The next stage is to download the typed data, which can be saved in the form of images (JPEG or PNG) or other data, such as PDF file types, when the teacher has finished filling in the data or learning materials according to the topic to be taught.

3. **The Advantages and Disadvantages of Canva as Teaching and Learning Media**

Canva is one of the various applications that have been in the technological world. A variety of tools are available in the Canva application, including presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, and bulletins. Presentations of many kinds can be created on Canva, including those for education, business, advertising, technology, and more (Pelangi et al., 2020). Information systems and information technology, which serve as not only a supporting tool but also as the primary weapon to support the success of education so that it can compete in the global world, are necessary to improve the performance of education in the future (Budiman, 2017). However, the sophisticated and complete Canva application certainly has advantages and disadvantages in it, the following are the advantages and disadvantages contained in the Canva application as a medium used in learning:

The following are some of the benefits of using the Canva application

which are listed in Kharissidqi and Firmansyah, (2022) and (Tanjung, 2019) has advantages and disadvantages, the following are the advantages of the Canva application including:

1. It makes it simple for users to generate the desired or necessary items, such as creating posters, certifications, infographics, video templates, presentations, and other items available in the Canva application.

2. Because this application offers a variety of templates that are already available and appealing, it makes it simpler for users to create a design that has been provided. They need only modify their preferences and choice of text, colors, sizes, images, and other elements that are already available.

3. Easily accessible, the Canva program is accessible to all people because it can be downloaded via an Android or iPhone mobile if utilizing a device. Use Chrome or Canva online on a laptop to access the Canva application without having to download anything.

4. As well as various graphic layouts, animations, templates, and eye-catching page numbers.

5. Because of the numerous capabilities offered and the inclusion of the drag and drop capability, teachers' creativity in designing learning media may expand.

6. Can speed up the process of creating useful learning resources.

7. Students can review the topic using the canva learning resources that the teacher has provided.

8. Has slides with decent image resolution the automatic print size options in Canva media Slides allow printing.

9. It's not necessary to need a laptop to design; it may also be done on a smartphone.

The disadvantages of the Canva application are:

1. Canva cannot be utilized or supported during the design process if there is insufficient or unstable internet connectivity on the device or laptop that will access the Canva program.

2. The Canva app offers a variety of premium layouts, stickers, fonts, and other elements. Therefore some are paid while others are not. But, this is irrelevant given the abundance of intriguing and cost-free templates available. Simply put, it's a way for consumers to apply their ideas to develop something intriguing.

3. Whether it's templates, graphics, colors, or other elements, sometimes the design chosen is identical to designs created by other individuals. The user can now choose an alternative design, which is also not an issue.

Based on explanation above, researcher concluded that the following are some of the benefits of using the Canva application which are has advantages and disadvantages, the following are the advantages of the Canva application including: 1. It makes it simple for users to generate the desired or necessary items, such as creating posters, certifications, infographics, video templates, presentations, and other items available in the Canva application. 2. Because this application offers a variety of templates that are already available and appealing, it makes it simpler for users to create a design that has been provided. 3. Use Chrome or Canva online on a laptop to access the Canva application without having to download anything. 4. Canva cannot be utilized or supported during the design process if there is insufficient or unstable internet connectivity on the device or laptop that will access the Canva program. 5. Whether it's templates, graphics, colors, or other elements, sometimes the design chosen is identical to designs created by other individuals.

4. **Implementation Teaching Speaking Through Canva**

Teaching using media helps students capture learning material in new ways that are more effective so that students are interested in the material presented. Adapted from Mukti (2021), the following is the procedure that has been modified by the researcher in implementation teaching speaking through Canva :

1. The teacher informs the students about the learning materials to be delivered along with the media to be used before the teacher starts

teaching.

2. The teacher introduces the students to Canva which will be use as a learning media, how the media relates to the learning material through Canva and asks the students to focus on the media and the material presented.

3. Showing students related media in the form of powerpoints and learning videos that have been prepared; to help students understand the research objectives.

4. Show and explain to students related to learning materials using the Canva media that has been provided.

5. Asked students to pay attention to the presenter/teacher and gave instructions to students to identify and record the important points of the material presented.

6. Students begin to identify the learning material created with Canva that has been provided by the researcher or teacher. Students are allowed to ask questions about the topic to ensure their understanding.

7. After finishing presenting the material using Canva media, the teacher closes the class and says greetings and thanks for students' participation during teaching and learning activities.

C. **Previous Study**

Some researcher have conducted research involving the use of Canva as media in teaching English, namely:

Wahyuni, F., Riza, A., & Autila, R. (2022) has researched "Increasing Students' Interest In Learning English Through Canva Application". The researcher concludes this type of research is descriptive qualitative research. The participants of this research were 70 students of class I majoring in science at SMAN 2 Batang Anai which were determined through purposive sampling technique. This tool consists of field notes, video recordings, interviews, and questionnaires that are use d to document observations. In this research, the researcher recorded student activities, distributed questionnaires to 70 students

using Google Form, and interviewed a number of students in addition to doing so. The four markers of students' interest in learning pleasant feeling (students feel good about learning), attentiveness (students pay attention to learning), interest (students are interested in learning), and student involvement can all be used to determine if students are interested in learning (students are actively involved in the learning process).

Christiana, E. & Khoirul, A. (2021), has researched "The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand". The researcher concludes the mixed method design used in this research begins with the gathering of quantitative data. The canva application can be used to produce educational media, according to this research's findings. The function and advantage of Canva were split into two categories as a consequence of this research, namely, sumplemen and subtitusi. The additional functions of Canva are: (1) Facilitating the creation of learning materials by teachers; and (2) Improving online teaching methods. The main features of Canva are: (1) Effectively improves learning media; (2) makes it simple to disseminate learning materials to students; and (3) assists with technology requirements. That is the outcome of Canva's function in this investigation.

Hadi, M.S., Izzah, L., & Paulia, Q. (2021) has researched "Teaching Writing Through Canva Application To Enhance Students' Writing Performance". The researcher concludes This research employed a quantitative approach that included a pre-experimental research design with pre- and post-testing. Writing assessments were used as the research's tools for gathering data on students' performance. One class in class IX-1 MTs Al-Islamiyah Ciledug served as the research sample for the research. The random sampling technique was employed to choose the research's samples. T-test was used by the researcher to examine the research data. According to the research analysis, the mean writing test score for students was 64.73 on the pre-test and 70.83 on the post-test. At the 5% level of significance, the data likewise indicated that the T-cal value (9,585) was higher than the Ttable (2.021). If the t-test result

was better than the t-table. It shown that (H0) was rejected whereas the alternative hypothesis (Ha) was accepted. This research's conclusion that the Canva Application is a useful tool for helping students enhance their writing performance is based on the findings of the t-test calculation.

Puspita Dani, E., Agustin, A., & Deani, E. (2023) has researched "Utilization of the Canva Application in Improving Students' Speaking Skills in English". The researcher concludes that this type of research is a qualitative descriptive research. The population of this study was 100 STMIK Pelita Nusantara students in the English Conversation Class with a sample of 28 students. This research tool consists of tests. In this study, the pretest and posttest were used to measure students' speaking ability before and after learning in the English Conversation class using the Canva Application. The percentage of students' speaking skills in the post test shows that the implementation of the Canva application for students is very significant in improving students' skills. most students indicated that they can use the Canva App and can speak English. out of 28 students, most students indicated that they were able to use the Canva Application and were able to speak in English. The results can be shown in able 2 that there were 3 students were excellent (10.72%), 13 students were very good (46.43%), 10 students were good (35.71%), 2 students were fair (7.14%). It means that the Canva Application was effective in enhancing students' skills, especially in speaking.

Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019), has researched "Investigating The Effect Of Canva On Students' Writing Skills". The mixed method research approach used in this research begins with the gathering of quantitative data. The qualitative data were then gathered and examined following the analysis of the quantitative data. 44 mid-level college students were randomly divided into the control and experimental groups, which remained unaltered. In each group, there are 22 students. The findings demonstrated that students in the experimental group made much less writing errors than those in the control group, confirming Canva's effectiveness in enhancing students' writing abilities.

Fitria, T.N. (2022) has researched "Using Canva As Media For English Language Teaching (Elt): Developing Creativity For Informatics Students". In this research, informatics students taking the English Working Course at ITB AAS Indonesia are taught English while using Canva as a creative tool to foster their creativity. A descriptive qualitative approach was used for this research. This research has shown that educators (teachers or lecturers) can utilize the Canva program to teach English by developing materials for job openings, cover letters, job application letters, curriculum vitae (CV), or resumes in English for Various topics. Using a template or layout from brochures, flyers, or announcements, the content for "Job Vacancy" is created. By creating own designs, adding text, graphics, or photos, children can use Canva as a tool to develop their technological creativity. For informatics students who want to learn how to create straightforward, imaginative, and inventive graphics, the Canva application is ideal because it is simple to use.

Based on the research above, researcher have different and similar aspects in conducting research. Previous research can be concluded that what makes this research similar is how the use of Canva as an English teaching media which is the focus of the research. Based on previous research, researcher will conducted this research aims only to see how canva as a media can improve students skill especially in speaking skill.