CHAPTER II
LITERATURE REVIEW

A. Speaking

1. The Nature of Speaking Skill

One of the four essential language skills for communicating with others and responding in a way that is clear and intelligible is speaking. Speaking skills include the following: pronunciation, grammar, vocabulary, fluency, and comprehension. 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 two types of speaking identified by Widdowson in Boutaina Guebba (2021) are speaking in terms of use and speaking in terms of use. The latter is only useful because it includes the development of a phonological or grammatical system without reference.

In addition, because students must master a number of skills, including vocabulary mastery, proper pronunciation, knowledge of grammar, and others, speaking English as a foreign language is a challenging talent to teach and learn. When students desire to talk, they must also consider all of these factors (Haryudin and Jamilah, 2018:59). The elements of speaking 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. This is challenging because when people wish to speak or say anything to others, they must take into account a number of associated factors, such as concepts, language utilized, what to say, and grammatical usage. Speaking, according to Leong and Ahmadi (2017:34), involves more than merely mouthing words; it also entails communicating ideas verbally. People can communicate with others by speaking to them in order to convey

information and ideas, express thoughts and sentiments, exchange experiences, and bring up social relationships.

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

The most crucial of the four key components of learning English is speaking. According to Jeremy Harmer (2007:343), accurately pronouncing phonemes, using the right stress and intonation patterns, and speaking in connected speech are all necessary for fluent English communication. Speaking abilities are those that facilitate clear communication. It makes it possible to verbally convey information in a way that the listener can understand. Speaking involves the listener in an interactive process where information is communicated and, if necessary, action is taken. It is essential to develop speaking and listening skills if you want to communicate effectively. Speaking skills include 5 elements namely; 1) Pronounciation, 2) Grammar, 3) Vocabulary, 4) Fluency, 5)

Comprehension. The five elements in speaking skills are explained as follows:

1) Pronounciation

According to Thornbury (2005), students frequently pay the least attention to pronunciation when learning new information. To speak English correctly, students must be familiar with the phonological rules, be aware of the various sounds, and be able to pronounce them. Also important for learners to understand are stress, intonation, and tone. These factors all help pupils speak English clearly and smoothly.

2) Grammar

Grammar is a system of structured rules that determines how sentences, phrases, and words are put together in a language. Grammar is defined as "sounds and sound patterns, basic units of meaning, such as words, and the rules for combining them to form new sentences" by Fromkin and Rodman in Ölçü Dinçer, Z. (2022). Furthermore, rule systems and meaning-making structures are just a few examples of how grammar can be found in relevant sources.

3) Vocabulary

Vocabulary is a list of well-known words. Vocabulary is a very useful and crucial tool for speaking and learning, and it often grows with age. Having a broad vocabulary is one of the biggest challenges in speaking a second language.

4) Fluency

According to Hughes (2002), fluency is the capacity of a student to speak in an understandable manner without interjecting because the listener might lose interest. Hedge (2000) defined fluency as the ability to respond coherently by connecting words and phrases, clearly articulating sounds, and using emphasis and intonation.

5) Comprehension

According to Anas Sudijono (2011: 50), comprehension is the ability of a person to grasp or comprehend something after it has been known

and remembered. Understanding, then, is having knowledge of something but also being able to look at it from several angles.

Based on the explanation above, the researcher concludes that in English speaking skills as a foreign language is a challenging talent to teach and learn because students must master various skills, including pronunciation, vocabulary, grammar, fluency, comprehension, and others.

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:

1) Imitative Speaking

This type of speaking is appropriate for only a very small amount of class speaking time. However, it also uses "human tape recorder" speech or "parrot" speech, in which the pupils attempt to enunciate a certain sound or develop an intonation contour. Phonetic drilling serves as an illustration of this.

2) 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:

a. directed response tasks

b. real-aloud tasks

c. sentence/dialogue completion tasks and oral questionnaires

d. picture cued tasks

e. translation

3) 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:

a. question and answer

b. giving instructions and directions

c. paraphrasing

4) Transactional speaking (dialogue)

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

a. Interview

b. discussion and conversation

5) 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:

a. role play

b. discussion and conversation

c. 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.

6) 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:

a. Oral presentations

b. Picture-cued-storry telling

c. Retelling a story, news event

d. Translation (extended prose)

When teaching speaking, the teacher shouldn't have the students repeat large amounts of sentences that are focused on a certain grammar rule; instead, the teacher should pay attention to how actively the students are picking up new words depending on the concepts being taught. In other words, the students' use of language depends on how they perceive language and their understanding of language acquisition. (Sharma & Tuteja, 2005:160).

4. **Criteria of Good Speaking Materials**

Based on the findings of the requirements analysis and the environment of the school, speaking materials are created. The curriculum serves as the basis for the materials' design. The development of the curriculum includes the creation of the syllabus, a plan for implementation, and classroom implementation putting it into practice in the classroom. There are created materials and authentic materials, the use of instructional texts, images, video clips, and other teaching resources that are not created especially for pedagogical objectives is referred to as using authentic materials (Richards, 2001: 252). Realistic content is language-based and reflects the outside world. Materials created specifically for teaching are created. According to Cunningsworth (1995: 7) states that Richards summarizes the role of materials in language teaching as follows:

a) A resource for presentation materials (oral or spoken or written)

b) A source of activities for learners' communicative practice and

interaction;

c) A source of reference for learners to refer to regarding grammar, vocabulary, and pronunciation;

d) A source of stimulation and ideas for classroom activities;

e) A syllabus (where they reflect predetermined learning objectives).

In addition, according Tomlinson (1998: 7–21), good learning materials should be relevant to learners, give them opportunities to attain communicative goals, make an impact, and cater to all learning preferences.

5. **Characteristics of Succesful Speaking Activity**

The aim of teaching speaking is communicative efficiency. Students should be able to express themselves clearly while making the most of their current skills. Additionally, they should be aware of the cultural and social norms that govern all forms of communication. The following traits of effective speaking activities are listed by Ur (1999: 120):

1. Students talk a lot, speaking takes up the majority of the time allotted for this activity. Although it may seem obvious, teachers frequently use class time for chatting or pausing.

2. Equal involvement, since everyone has a chance to speak, and contributions are evenly distributed, a few chatty participants do not dominate the class debate.

3. Strong drive, students are ready to speak up for a variety of reasons, including their interest in the subject matter, the possibility that they would have something original to add, or just a desire to help the group complete the assignment.

4. The language is of a respectable standard, the language used by learners to express themselves is accurate enough to be understood by others, relevant, and of an appropriate level.

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**

Teachers 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 would 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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Canva application after successfully enrolling or creating an account there. You get to pick the teacher.

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. . 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**

One of the many applications that have existed in the technology world is Canva. Presentations, resumes, posters, booklets, brochures, graphics, infographics, banners, bookmarks, and bulletins are just a few of the tools offered by the Canva application. Canva allows users to generate presentations of all kinds, including those for business, education, advertising, technology, and more (Pelangi et al., 2020). To increase the effectiveness of education in the future, information systems and information technology—which act as both a supporting tool and the main weapon to promote education's success so that it can compete in the global world—are required (Budiman, 2017). However, the sophisticated and comprehensive Canva application undoubtedly has benefits and drawbacks; the advantages and drawbacks of using the Canva program as a learning tool are as follows:

The following are some of the advantages of using the Canva app, which are listed in Kharissidqi and Firmansyah, (2022), and (Tanjung, 2019). The Canva app has both benefits and drawbacks; some of the positives are as follows:

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. Users can more easily build a design that has been offered because this application provides a selection of templates that are currently available and appealing. They simply need to change their preferences for the text, colors, sizes, photos, and other already-existing items.

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

4. **Implementation Teaching Speaking Through Canva**

Teacher also need to be aware of their responsibility in imparting speaking skills, according to Byrne (1997:2). At certain times, they play particular roles, including:

1) During the presentation phase (when the instructor offers a new concept to be learned), the teacher assumes the position of the information supplier.

2) The teacher serves as a conductor and monitor during the practice stage, when students are given assignments to complete under his or her guidance.

3) Stage three of production (when the teacher gives learners the opportunity to work on their own).

The teacher's position as a motivator is a crucial one that overlaps with the other two responsibilities in addition to these three that are specific to each level. Teachers must be able to inspire their students to get interested in what they are doing and actively participate. Teachers' capacity to help students develop their speaking skills depends on a number of elements, including: their performance (mastery of teaching skills, selection and presentation of topics and activities, teacher personality).

The choice of learning media as a means of informing students must be made in accordance with the needs and circumstances of the students, the schools, and the learning goals. It is to simplify the interaction of students with other students, teachers, and teaching materials at school that media is used in teaching and learning activities. 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 would 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 researchers 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 study were 70 students of class I majoring in science

atSMAN 2 BATANG ANAI which were determined through purposive sampling technique. This tool is used to capture observations and comprises of field notes, videos, interviews, and surveys. In this study, the researcher observed student activity, used Google Form to deliver questionnaires to 70 students, and furthermore conducted interviews with a number of students. Students can be assessed for their interest in learning (and level of active participation in the learning process) using the four indicators of that interest: pleasant feeling (students feel good about learning), attentiveness (students pay attention to learning), interest (students are interested in learning), and student involvement.

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 mixed method design adopted in this study, the researcher concludes, starts with the collection of quantitative data. The results of this study suggest that educational material can be produced using the canva program. As a result of this research, two categories—sumplemen and subtitusi—of Canva's advantage and function were established. Canva also helps teachers create educational materials by making it easier for them to do so and enhances online teaching techniques. The three primary benefits of Canva are: (1) improving educational materials in an efficient manner; (2) making it simple to distribute educational resources to students; and (3) helping with technological requirements. That is the result of Canva's role in this research.

Hadi, M.S., Izzah, L., & Paulia, Q. (2021) has researched "Teaching Writing Through Canva Application To Enhance Students' Writing Performance". The study's findings A pre-experimental research design with pre and post test was used in this study's quantitative methodology. The study's instruments for acquiring information on pupils' performance were writing assessments. The research sample for the study was one class in class IX-1 MTs Al-Islamiyah Ciledug. The technique of random sampling was used to choose the study's samples. The researcher employed the t-test to review the

research findings. The research analysis found that students' mean writing test scores ranged from 64.73 on the pre-test to 70.83 on the post-test. The results also showed that the T-cal value (9,585) was higher than the Ttable (2.021) at the 5% level of significance. if the t-test's outcome outperformed the t-table's. It was demonstrated that (H0) was disproved whereas (Ha), the alternate hypothesis, was accepted. Based on the results of the t-test calculation, this study's conclusion that the Canva Application is a helpful tool for assisting students in improving their writing performance.

Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019), has researched "Investigating The Effect Of Canva On Students' Writing Skills". The collection of quantitative data is the first step of the mixed method research strategy employed in this study. After the quantitative data analysis, the qualitative data were collected and reviewed. The control and experimental groups, which were left unmodified, each contained 44 mid-level college students. Each group consists of 22 pupils. The results showed that Canva was successful in improving students' writing skills since students in the experimental group committed significantly less writing errors than those in the control group.

Fitria, T.N. (2022) has researched "Using Canva As Media For English Language Teaching (Elt): Developing Creativity For Informatics Students". In this study, English is taught to informatics students at ITB AAS Indonesia who are enrolled in the English Working Course while using Canva as a creative tool to encourage their creativity. For this investigation, a descriptive qualitative methodology was employed. Using the Canva tool to create materials for job opportunities, cover letters, job application letters, curriculum vitae (CV), or resumes in English for a variety of topics, this study has demonstrated that educators (teachers or lecturers) can use it to teach English. The text for "Job Vacancy" is written using a template or layout from brochures, flyers, or announcements. Canva is a website that allows kids to make their own designs and include text, graphics, or photos. This helps kids improve their technological creativity. The Canva application is perfect for

informatics students who want to learn how to make uncomplicated, artistic, and inventive graphics because it is easy 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 are interested in knowing how the use of Canva focuses as a teaching media in English.