

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting research, the terms used must be clarified to achieve the research objectives. The theoretical description in this case is to provide some clear concepts that are applied in this study to explain some of the terms used so that there is no misunderstanding between researcher and readers. There are many points in this lesson that are covered as follows:

2.1.1 Speaking

2.1.1.1 The Definiton of Speaking

There are a lot of definitions of the word "speaking" that have been suggested by researchers in language learning. In Webster's New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998) speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. According to Brown (1994) and Burns and Joyce (1997) speaking as an interactive process of making meaning that includes producing, receiving, and processing information. According to Eckard and Kearny (1981) speaking as a two-way process including a true communication of opinions, information, or emotions.

According to Brown (2007: 4) speaking is an interactive process of constructing meaning which involves the production, reception, and processing of

speech sounds as the main instrument. Meanwhile, according to Thornbury (2005) said that speaking is an interactive process and requires the ability to cooperate in managing speaking turns. According to Thornbury (2004: 1) "talking is such a part of everyday life that we take it for granted". From the definition of speaking skills above, it can be concluded that speaking skills are productive skills that are part of our daily lives and defined speaking as the production of auditory signals to produce a distinct verbal response in the listener. It is considered to be the systematic combining of sounds to form meaningful sentences.

2.1.1.2 The Definition of Speaking Ability

Speaking ability is a skill or power to express ideas, opinions, or messages orally with correct sentences grammatically. Speaking is the ability to produce words in language practice. Speaking ability is one of the most important skills to be developed and improved as a means of effective communication. Speaking ability is considered as one of the most difficult aspect in language learning. According to Harmer (2007: 284) speaking ability is the ability to speak fluently which presupposes not only knowledge of language characteristics, but also the ability to process information and language 'on the spot'. This requires the ability to work together in managing speaking turns. It takes place in a real situation and has little time for detailed planning. Therefore, fluency is required to achieve the goal of conversation. Speaking ability is an important part of the curriculum in language teaching, and most teachers consider it the most difficult

skill to teach because it is an interactive process that requires the ability to cooperate in rotation management.

2.1.1.3 The Aim of Speaking

According to Richards (2002: 201) stated that speaking is used for many different purpose. When we use casual conversation our purposes may be to make social contact with people, to establish rapport, to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aims of speaking (Tarigan, 2008: 30-36) Namely :

a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just want to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarilly based on their

entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from ask him in their communication and make some decisions.

2.1.1.4 The Components of Speaking

Speaking score ranged from zero (minimum mark, if they cannot speak) to 20 (maximum mark). According to Speaking Scoring Criteria by Phillips (2007). It examined five components of English language. Philip described each criterion concretely and practically. The speaking test was supposed to score for pronunciation, grammar, vocabulary, fluency, and organization.

a. Pronunciation

Pronunciation According to Hornby (1995: p.928), pronunciation is the way in which a word is pronounced. To make our communication by interlocutor it is better for us to produce the words clearly, because the

pronunciation affects the interlocutor understanding in receiving the meaning of messages.

b. Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence (Brown, 2001). In the speaking English language well in the formal situation, many people that mastered of grammar when they speak.

c. Vocabulary

According to Hornby (1995: p.1331) vocabulary is the total number of the words in a language. It means that vocabulary plays that important role in speaking.

d. Fluency

According to Hornby (1974) fluency as the quality of being able to speak smoothly and easily. It means someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation a grammar.

e. Organization

The learners' response is well organized and developed. The learners' response is organized basically and is not thoroughly developed. The learners' response is clearly organized and is incomplete or contains some inaccurate points. The learners' response is not planned and is only minimally on the topic.

2.1.2 Literacy

2.1.2.1 The Nature of Literacy

According to Unesco (2004;2017) literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Broadly speaking, literacy is meant here more than just reading and writing. It also includes how a person communicates in society. According to Mustafa (2014:7) literacy is an ability reading, writing and critical thinking. Through literacy is expected to grow critical awareness to learn something new or assimilate it with prior knowledge. According to Nurhasanah (2016) literacy ability can also be in the form of the ability to filter and process information so that it can be beneficial to humans. Thus it can be concluded that literacy skills consist of the ability to access, understand, and use information intelligently. According to Romdhoni (2013) literacy is a social event that involves certain skills, which are needed to store and obtain information in written and oral form. These skills can be in the form of reading, speaking and observing and listening skills. According to Abidin, et al. (2018) literacy is defined as the ability to use language and images in various forms for the purposes of reading, writing, listening, and speaking.

2.1.2.2 Literacy Activities

The School Literacy activities are comprehensive effort to make schools a learning organization whose citizens are literate throughout life. Which activity this includes listening, reading, speaking, writing and choosing information. The stages of learning aim to maintain interest towards reading, speaking, as well as improving skills student literacy through enrichment books and textbooks. This activity was carried out to foster students' interest in reading as well improve reading and speaking skills so that knowledge can be mastered effectively better. In a general context, literacy activities are learning activities that involve a series of reading, thinking, writing activities which lead to understanding, concluding, interpreting, describing, and analyzing all that is learned. According to Sutrianto (2017) the School Literacy Movement is an overall effort by the school as an organization learners and have lifelong literate citizens through engagement public.

2.1.2.3 Purpose of Literacy Activities

According to Haryanti (30:3) there is a literacy movement as the ability to read, write, speak so that in the cultural perspective literacy culture aims to do habit of thinking which is followed by the process of reading, writing, speaking and finally followed by creative activities. According to Maroco, et al. (2008:26) the purpose of literacy activities is to form students who are able to master the four multiliteracy skills as follows: high reading comprehension skills, good writing skills to construct and express meaning, accountable speaking skills, and

skills in mastering various media. The purpose of the school literacy activity itself in general for develop character through cultivating the literacy ecosystem school embodied in activities school literacy so that students become lifelong learner. Literacy activities can empower and improve the quality of students and society. Literacy culture is of course very important to be improved in schools. Activity basic literacy in the form of reading, writing and speaking activities must be a top priority in the world of education. Here are some objectives of literacy activities, as follows:

A. Add insight and knowledge

By having a lot of insight and knowledge, we will be more confident in looking at the world. Able to adapt in various associations and still be able to survive in the face of the times.

B. Increasing Interest in Reading

Reading is the key to insight and knowledge, because by reading everything that is written and even implied can be understood. Students in studying, of course, reading is very important.

C. Helps to hone intelligence

The brain is like a sword, the more it is sharpened, the sharper it is. Reading or talking keeps the brain active.

D. Increase Vocabulary

Literacy also helps improve cognitive skills and increases vocabulary because many words and phrases may not have been heard. Apart from

understanding the meaning of words and phrases, it also shows how to use them.

E. Improve Speaking Ability

Many people express ideas in written form. But unable to put it in an oral form that can be heard or used as a reference.

F. Helps to improve communication skills

Needless to say how important communication skills play in the life of an individual. People who have good communication skills always tend to read and talk a lot. Because communication can be with what we read, what we hear and what we write.

G. Builds Confidence

The habit of speaking makes us wise, intelligent, knowledgeable and also improves communication skills. This quality will automatically make us feel more confident among people. Will be able to engage in conversation with almost anyone because we have enough wisdom to know when to speak, and enough knowledge to know what to say.

2.1.2.4 The Components of Literacy

According to Clay and Ferguson (2001) there are six components that include literacy :

1. Early Literacy

Early literacy is the ability to listen, understand spoken language, and communicate through pictures and speech which is shaped by experiences with the social environment at home.

2. Basic Literacy

Basic literacy is the ability to listen, speak, read, write, and count related to the analytical ability to calculate, perceive information, communicate, and describe information based on personal understanding and conclusion.

3. Library Literacy

Library literacy, among other things, provides an understanding of how to distinguish between fiction and non-fiction reading, utilizing reference and periodical collections, understanding the use of catalogs and indexing, to having knowledge in understanding information when completing writing, research, work, or solving problems.

4. Media Literacy

Media literacy is the ability to be aware of different forms of media, such as print media, electronic media, digital media, and understand their intended use.

5. Technology Literacy

Technological literacy is the ability to understand the completeness that follows such as hardware, software, as well as ethics and etiquette in using technology.

6. Visual Literacy

Visual literacy is an advanced level of understanding between media literacy and technology literacy, which develops learning abilities and needs by making use of visual and audiovisual materials critically and with dignity.

2.2 Previous Studies

To support and prove the originality of his research plan, the researcher uses several previous studies that are relevant to her research plan on teaching speaking with literacy activities. There are several previous studies related to this research.

1. Ainun Mardhiah (2020) in her article entitled "*The Use of Literacy Text Approach to Improve Writing Ability at the First Grade of Sma Muhammadiyah Limbung*". This research focused on the use of literacy text approach to improve writing ability of the students. The researcher followed the principal working of Classroom Action research (CAR). It consists of 2 cycles, where each cycle is the series of activities which have close relation. The subject of this class action research was the student of class X MIA 2. The class consists of 30 students with (18) female and (12) male. But sample only take 20 students.

The researcher found that the students' score in cycle I is 7.6 % and in the cycle II became 8.5 %. The use of literacy approach in teaching learning process is able to improve the students' writing ability after action in cycle I and cycle II in which the students' result in cycle II was

the highest (Cycle II>Cycle I) and the improvement of students' writing ability for content from D-Test I to cycle I is 1.95, from cycle I to cycle II is 0.95. For vocabulary, D-test to cycle I is 1.3, from cycle I-cycle II is 1.1.

2. M. Wahyu Fahmi Qomaru Zaman (2019) in his article entitled "*School Literacy Movement in Developing Reading and Speaking Language Skills for Class V Students at SD UMMU AIMAN LAWANG*". The School Literacy Movement Program at Umm Aiman Elementary School has been implemented with various strategies and methods. The purpose of this research was to analyze literacy activities at UMMU Aiman Elementary School and as an analysis of literacy activity efforts in cultivating reading and speaking skills for grade V which had been carried out at UMMU Aiman Elementary School. Researchers used a descriptive qualitative research approach with a type of field case study research.

The results of this study show:

1. The implementation of literacy activities at UMMU Aiman was initially aimed at fostering students' interest in reading.
2. There is a support program, namely a literacy ambassador competition as a support for school literacy activities.
3. Efforts for school literacy activities to cultivate reading and speaking language skills in grade V by reading intensively, summarizing material, presenting in spoken language, applying ideas with mind maps, applying information in the form of pictorial comics.

3. Devi Meilasari (2021) in her article entitled “*Literacy Implementation to Improve Language Ability of Children Aged 4-5 Years at Tk Aisyiyah 1 Labuhan Ratu Bandar Lampung*”. This study aims to describe about the application of literacy in improving children's language skills aged 4-5 years in TK Aisyiyah 1 Labuhan Ratu Bandar Lampung. The researcher uses a qualitative descriptive approach. Technique data collection is by interview, observation, and documentation.

The research results show that the application of literature to improve the language skills of children aged 4-5 years in kindergarten Aisyiyah 1 Labuhan Ratu Bandar Lampung has been carried out successfully well this can be seen from the language skills that have been achieved by the child include: the child can say the word with right, the child can also get to know new terms (words), the child can recognize letter symbols, children can connect words with pictures, children can connect dotted lines on letters, children can listen to stories and retell the contents of the story in simple terms, children can imitate the voices of the characters in stories or fairy tales and children can distinguish the voice of each character in a story or fairy tale.

4. Gusti Maharani (2020) in her article entitled “*Javanese Literacy in Developing Speaking Ability of Students in Sd Negeri 2 Sumoroto Ponorogo*” .

This study aims to:

1. Describe the implementation of language literacy Javanese students,

2. Describe the ability to speak Javanese students
3. Describes the impact of literacy on students' ability to speak Javanese.

This study was designed using a qualitative research type approach case study. The object studied was the students of SD Negeri 2 Sumoroto Ponorogo in grades 4 and 5. This research uses methods in the data collection process, namely the method of observation, interviews and documentation.

The results of the study show that:

1. Implementation of literacy in SD Negeri 2 Sumoroto Ponorogo is carried out routinely every day in the morning with an allotted time 15 minutes to read a book in class. While implementing Javanese language literacy held on Saturday.
 2. Ability to speak Javanese in SD Negeri 2 Sumoroto Ponorogo has different abilities. Only 25% have able to speak Javanese according to the rules, while the rest are still lacking able to use mixed languages.
 3. The impact of literacy on the ability to speak Javanese students at SD Negeri 2 Sumoroto is a good impact and positive. With the implementation of literacy, there is always an increase in students in developing the ability to speak Javanese, although a little but always there is an increase.
5. Nur Gita Assyura (2021) in her article entitled "*Perceptions of Indonesian Language Teachers on Literacy Learning in Senior High Schools in Tualang District*". The aim of this study was to find out the teacher's

perception of literacy learning for high school Indonesian teachers in Tualang District. This research is a quantitative descriptive research in the form of data collection and making a list of questions with a questionnaire structure. The population in this study were all SMA Indonesian teachers in Tualang District with a total population of 21 teachers. The data analysis technique used is descriptive statistics by calculating the percentage of the score (mean) obtained in a questionnaire based on indicators of teacher perception and literacy learning. Based on the calculations and provisions of the researcher, the overall results of the questionnaire that had been filled in by high school Indonesian teachers in Tualang District showed the results of a descriptive analysis which could be concluded that the teacher's perception of learning in high school Indonesian teachers in Tualang District had a tendency to perceive quite positively with a percentage of by 40%.

6. Resadani Fitriana (2019) in her article entitled *“Implementation of the School Literacy Movement at Kebon Dalem Middle School, Semarang City”*. The aims of this study are :
 1. To find out the implementation of the movement school literacy at Kebon Dalem Middle School, Semarang City.
 2. To find out the factors supporting and inhibiting factors for the implementation of the school literacy movement in junior high schools Kebon Dalem Semarang City.

The research method used is method qualitative research. Data collection techniques used in this study includes observation, interviews, and documentation. Analysis technique the data in this study used interactive analysis techniques. Test the validity of the data using source triangulation method.

Based on the results of the study it can be concluded that implementation the literacy movement at Kebon Dalem Middle School, Semarang City, explained the stages of implementing literacy, namely the habituation stage which is carried out every day before learning activities begin with a duration of 15 minutes of reading time. The development stage as well as the learning stage are in the form of programs which supports the implementation of literacy movements such as reading in the morning, mini libraries and library procurement as a source of literacy.

7. Raden (2018) in his article entitled "*Efforts to Improve Literacy Ability Children with Storytelling at RA ICMA Pernantian Silangkitang District South Labuhanbatu Regency*". The purpose of this research is to improve literacy skills by storytelling at RA ICMA Pernantian Silangkitang District, Regency South Labuanbatu. This research is Classroom Action Research, the subject of this research are students of group B at RA ICMA Later Learning Years 2018/2019. This research is collaborative between researchers, teachers and principals school. The research procedure was carried out using an approach qualitative and quantitative, to obtain data and analysis through observation, questions and answers, works and

documentation. The implementation of the research was carried out through two systematically designed cycles with several stages namely planning, implementation, observation and reflection.

The results of research on the development of pre-research children's literacy skills were 35.5%, cycle I: 62.22%, and cycle II: 93.33%. Thus the child's literacy ability increases by storytelling Group B RA ICMA Perantian, Silangkitang District, Labuhanbatu Regency South.

8. Sesni Warni (2018) in her article entitled "*The Influence of the School Literacy Movement on the Ability to Understand News Texts by Grade VIII Students of SMP Negeri 3 Medan Academic Year 2017-2018*". This study aims to determine the influence of the Literacy Movement School on the ability to understand news texts by class students VIII Middle School 3 Medan Academic Year 2017-2018. Population in this research is all class VIII SMP Negeri 3 Medan learning year 2017-2018 with a total of 440 students consisting of 11 classes. Then to determine the sample, the authors use random sampling ie taking VIII-A class students totaling 40 students and VIII-B totaling 40 students whose total sample is 80 students. Which activity used is the Reading Literacy Movement Activity used is Multiple Choice in understanding news text.

This can be seen based on calculations, it is known that the ability to understand news text in the experimental class scored the most from 85 – 100, namely 85%, that is self-ability of some students are at a very good level. Whereas the ability to understand news texts in the control class is

the most got a score of 55 - 70, namely 37.5%, meaning that some students' self-ability be at sufficient alert. This proves that there is an increase learning outcomes using the School Literacy Movement. Judging from the influence of the average value obtained with using the School Literacy Movement is higher than using the School Literacy Movement is 93.25 while the average obtained by not using the School Literacy Movement is 68.3. By using the School Literacy Movement learning outcomes students better because learning with this activity is able to encourage students to understand the news text with the use of time for 15 minutes.

9. Yumna Wahyuni (2018) in her article entitled "*The Effect of Literacy Ability on the Creative Writing Ability of Grade VIII Middle School Students' Drama Manuscripts Private Gajah Mada Medan Academic Year 2017-2018*". This study uses a quantitative approach. This approach is carried out starting from data collection, interpretation of the data, and appearance from the results many are required to use numbers. This type of research is descriptive research, while the method used is analysis correlational. This research was conducted at Gajah Mada Private Middle School in Medan, with the address Jl. H. M. Said No. 19. The population in this study was 46 students. Deep sample this study 46 students.

The results of the study show that there is an intermediate effect literacy skills on students' creative writing abilities grade VIII of Gajah Mada Private Middle School in Medan as indicated by the value of tcount

$t_{count} > t_{table}$ ($53.899 > 2.0166$) and significance ($0.00 < 0.05$). Thus for Alternative hypothesis (H_a) is accepted. The results of this study can be written $t_{count} > t_{table}$ ($53.899 > 2.0153$) and significance ($0.00 < 0.05$). Thus can it can be concluded that there is an influence between literacy skills on abilities creative writing of drama scripts.

10. Lilik Rahayu (2018) in her article entitled “*Efforts to Improve Literacy Programs in Libraries Ponorogo Integrated Muhammadiyah Elementary School*”. The purpose of this research is:

1. To determine the implementation of the program literacy in the Integrated Muhammadiyah Elementary School Ponorogo library
2. For know what efforts are made by the library in improving literacy programs at the Integrated Muhammadiyah Elementary School in Ponorogo.

The method used in this research is a qualitative approach with the type of case study research. Data collection techniques using interview techniques and observation techniques. The data analysis technique using the Miles and Huberman technique, namely by data reduction, presentation data, and drawing conclusions.

The results of this study are:

1. Literacy applied in elementary schools Integrated Muhammadiyah Ponorogo in accordance with the character of students and curriculum applicable. So that schools are more abreast of the times and the quality of students is getting better. So that literacy

becomes important to be taught to children from an early age so that the results are optimal.

2. Efforts to improve literacy programs from the school and the library of the Integrated Muhammadiyah Elementary School Ponorogo, with various kinds of activities and provision of facilities adequate infrastructure to support literacy activities. which program developed in the Ponorogo Integrated Muhammadiyah Elementary School library, namely: reading day activities, giving rewards and tidying up the library as well as structured.

Based on the previous studies above, researcher concluded that researcher discussed of similar topics regarding literacy activities. In this case, the researcher conducted research the effect of literacy activities on the speaking ability of students in class VIII of SMP PAB 19 Manunggal. The purpose of this study is to determine the ability of students by implementing literacy activities. The difference between the above researchers and the researcher are about the setting of place and some of the techniques are also not the same. This research conducted on students in grade VIII of SMP PAB 19 Manunggal. In addition, the design of this research is nonequivalent groups design.

2.3 Conceptual Framework

In this study, researcher conducted research at SMP PAB 19 Manunggal. By identifying speaking difficulties, an example is when the teacher checked the presence of students it was difficult for them to answer "present" when their names are called. Then with this problem, the researcher assumed that literacy activities have an effect on students' speaking ability and carry out literacy activities. Literacy activities were applied by researcher as one of the strategies to determine a significant effect on students' speaking ability. The researcher employed two classes, namely the experimental class and the control class. Where in the experimental class the researcher used literacy activities for students' speaking ability, while in the control class the researcher used conventional methods. The flow of this research is described as follows:

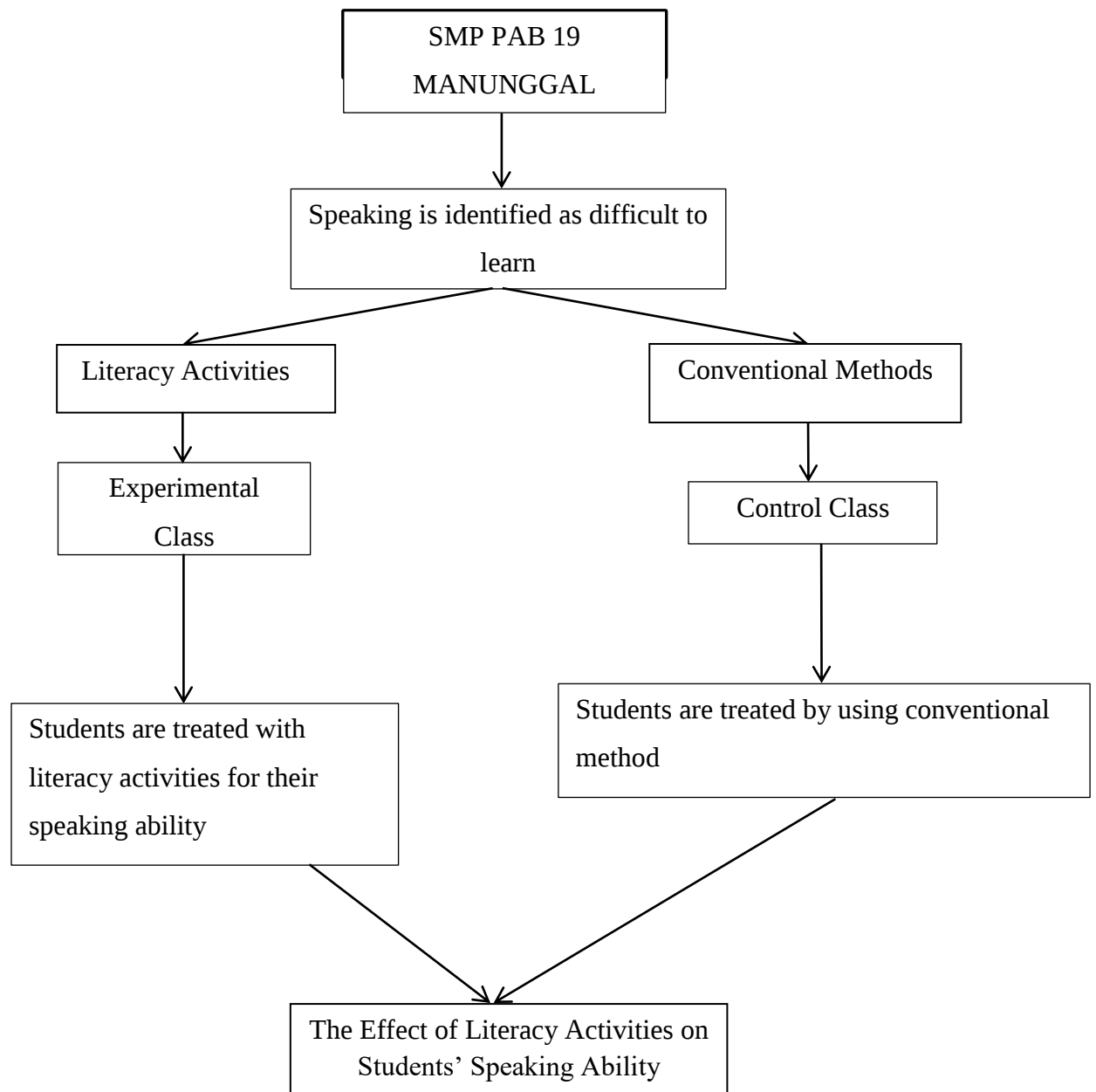


Figure 2.1 Conceptual Framework

2.4 Hypothesis

Based on the assumption and the investigation of related theories in the relationship of the varieties of conceptual framework, the hypothesis of this study is stated as follows:

Null hypothesis (Ho): There is no significant effect of literacy activities on students' speaking ability.

Alternative hypothesis (Ha): There is significant effect of literacy activities on students' speaking ability.