

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

Good communication requires good speaking skills as well. Therefore, speaking is one of the important skills in everyday life. Every expert has a different definition of speaking. Garg (2015) speaking is one of the basic language skills for communicating that must be mastered by English learners. Speaking English is very important because it is one of the most commonly used languages in the world so it can be useful for increasing knowledge and skills and making it easier for them to get a job. In addition, they have no problem communicating and interacting with people around the world while traveling. According Cameron (2001: 40), said that speaking is the active use of language to express meaning so that others can understand it. In this case, speaking is a complex skill that involves knowledge of sound, structure, and vocabulary as well as the cultural subsystems of language. That is, speaking is a productive skill in using language. So, speaking is an activity of producing language to communicate among others in a group, society as a manifestation of one's language competence.

Another definition from Thornbury (2005:20) stated that speaking is an activity in real life that is carried out by speakers to carry out their ideas to interact with listeners. Unplanned activities and their continuity based on the situation. In line with According to (Hornby, 2011:19), speaking is using words in a normal voice, pronouncing words, knowing and being able to use language, expressing oneself with words, and making speeches. According to Nunan (2003: 48), Speaking is a productive aural/oral skill, which consists of producing systematic verbal utterances to convey meaning.

Based on the explanation above it can be concluded that speaking is an activity carried out by two or more people which aims to provide information, exchange opinions with each other.

2. **The Elements of Speaking**

Speaking is one of the most important skills in English. A teacher expects high school students' speaking skills to be good because they have studied English longer than junior high school students. But in reality, learning speaking skills is not easy. If someone wants to be able to speak English fluently, they must learn speaking skills such as vocabulary, grammar, and pronunciation. In addition to these three components, there are several other components that can affect the mastery of speaking skills, namely fluency and comprehension. In line with Brown (2003:148) stated that there are five components of speech that are generally recognized in analyzing the speaking process: pronunciation, vocabulary, grammar, fluency, and comprehension. Each component will be explained as follows:

a. Pronunciation

Harmer (2007:32) stated that a student who wants to speak fluent English must be able to pronounce the phonemes correctly, speak with the right stress and intonation patterns, and use connected utterances. A speaker when speaking must produce clear language and also be able to distinguish sounds in English from sounds in the original language that are already known.

b. Grammar

This is necessary for students to construct grammatically correct sentences in conversation. Grammar is sound and sound patterns, basic units of meaning, such as words, and the rules for combining them into new sentences. As a result, grammar is crucial for speaking because without a solid grasp of grammatical construction, a speaker cannot speak English fluently. Grammar is used to learn the proper approach to become fluent in a language in both spoken and written forms.

c. Vocabulary

According to Nunan (1991:114), One of the activities in teaching speaking is employing the appropriate words and sentences for the appropriate social backdrop, audience, situation, and topic matter. Thus, speaking behaviors and vocabulary cannot be separated. By developing our vocabulary, we may employ the appropriate diction to communicate in a variety of contexts.

d. Fluency

The aimed of language learning is to become fluent in speaking. Demonstrates how effectively or fluently a speaker delivers concepts in sentence form when speaking. Fluency involves talent, habits, habitual practice, and speaking well.

e. Comprehension

Comprehension is the ability to understand speech, and practicing it helps students learn how to comprehend foreign languages. It is also described as having the capacity to comprehend each and every word that is stated by the speaker regarding the subject that has been covered thus far in the conversation.

Based on the explanation above, the researcher concluded that someone who has speaking skills is when he can imitate, produce language into spoken or spoken form. In addition, they must be able to build relationships to communicate with each other and provide feedback and develop their communication. Based on the students' problems, the researcher took all the aspects in teaching speaking in class which are used to measure the progress of students' speaking skills in each cycle.

3. **The Function of Speaking**

The general function of speaking is to communicate. Some experts categorize the function of speaking. One example, namely Richard (2008:21), suggests that there are three functions of speaking, namely:

1. Talk as interaction

Talking as interaction or what is often referred to as

"conversation" and describes interaction mainly in social terms. Someone will exchange greetings, talk about experiences and exchange opinions when meeting someone. The focus is more on the speaker and how they want to stand out than the message. Such exchanges can be casual or formal depending on the circumstances.

2. Talk as a Transaction

This type of talk focuses on what was said or done. A good message when someone speaks and makes himself understood clearly and precisely becomes the main focus in speaking. This type of transaction focuses on the acquisition of goods or services, for example class group discussions and problem-solving activities.

3. Talk as Performance

The third is often known as public talk or speaking to convey information in front of many people, for example a welcoming speech. Speaking as a performance tends to take the form of a monologue rather than a dialogue. Likewise, it is often evaluated according to its effectiveness or impact on listeners, something that is not possible with speech as an interaction or transaction.

In this case students must be able to differentiate speaking according to its function to get good speaking purposes. However, the teacher's role is also important to direct students to situations where they can apply the function of speaking in class.

4. **The Types of Speaking**

There are several types of speaking appearances. According to Brown (2004:104), mentions five stages of speech appearance. They are imitative, intensive, responsive, interactive, and intensive. An explanation of these categories can be seen below:

a. Imitative

Imitative is only able to imitate words, phrases, or even sentences. At this point, the teacher only concentrated on students' pronunciation skills rather than their understanding or ability to convey meaning.

b. Intensive

Production of short sequences of spoken language designed to demonstrate competence in a narrow group of grammatical, phrasal, lexical, or phonological relationships. The speaker knows the semantics for responding, but they don't have much to say to each other or the test administrator.

c. Responsive

This performance includes interactions and comprehension assessments that involve very brief dialogue, polite greetings, small talk, straightforward requests, and comments, although to a considerably lesser extent.

d. Interactive

At this point, the dialogue is longer and more complicated than it was during the response stage, which occasionally involves numerous participants and/or exchanges.

e. Extensive

Extensive oral production includes speeches, oral presentations, and storytelling. At this point, students should be able to produce their own language and original thoughts.

Based on the explanation above, it can be concluded that this research used responsive and extensive speech types. Responsive speaking type here the teacher interacts with students during the Canva teaching and learning process so that the class becomes more active. Meanwhile, the extensive speaking type is used so that students understand English texts and add to their vocabulary.

B. Canva

1. Definition of Canva

At first, Canva was created in 2012 by Melani Perkins, but this application first entered Indonesia in 2017. Canva is an application that is used to create designs for free and attractive templates and images have

been provided so that students can express freely and have more choices that are used to complement the writing on the poster (Adi, 2020). The Canva application can be downloaded on various media platforms such as laptops and smartphones.

Canva is one of online design program that provides templates for creating presentations, resumes, posters, flyers, brochures, graphics, info graphics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos. , labels, bookmarks, newsletters, CD covers, book covers, desktop wallpapers, templates, photo editing, youtube thumbnails, instagram stories, twitter posts and facebook covers. The types of presentations that Canva provides for users include: creative presentation, education, business, marketing, sales, architecture, advertising, technology. In this research using educational presentations, which provide various types of designs. In designing, it is enough to enter text, images, and choose the type of graphic design, template and page numbers that have been provided as desired (Tanjung and Faiza, 2019). Another opinion about Canva is from Hapsari & Zulherman (2021) said that the Canva application is the result of technology that can be used by teachers and students as learning media, such as making power point slides, videos, pictures, posters, and all things that are visual displays. Along with technological developments, teachers are advised to provide examples of applying the results of these technological advances in learning activities.

Thus, the Canva application is an effective learning media used for teaching, because it can be useful for providing experiences to students or teachers so that interest in the learning process improve. This application makes it easier for teachers to convey material so that learning activities are more fun and interesting.

2. Procedure of Canva

Teachers are expected to improve student's 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 procedure 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 they do not already have an account.
- d. Participants immediately redirected to the main screen of the Canva application after successfully enrolling or creating an account there. You get to pick the teacher.
- e. Participants immediately redirected to the main screen of the Canva application after successfully enrolling or creating an account there. You get to pick the teacher.
- f. 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).

- g. 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.
- h. 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.
- i. 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. Advantages and Disadvantages of Canva

In their journal, Tanjung & Faiza (2019) mention several advantages

of Canva, namely:

- a. Contains a graphic designs, animations, templates, and page numbers.
- b. Having access to a variety of tools and drag and drop loading features can help teachers be more creative when creating instructional materials.
- c. Can speed up the creation of useful learning materials.
- d. Students can review the material through Canva learning media that has been provided by the teacher.
- e. Has good image resolution and automatic print size options for Canva slides.
- f. Can form a Canva design team to exchange learning materials with one another while working together with other teachers to design media.
- g. Can be accessed on various platforms via laptops, computers, or using mobile phones
- h. The user must use a credit card to make payment in order to add animation. However, Canva is available for download in a number of file types, including pdf and jpg. Therefore, offline presentations can be used in conjunction with other media, like PowerPoint.

Beside having the advantages as described above. According to Chamidah (2022), Canva application also has disadvantages, include the following;

- a. Canva application depends on an adequate and stable internet network, so it cannot be accessed except using the internet. The internet is the only way to access Canva. If there is no internet, canva cannot be used. Because the technology -based canva application.
- b. If there is no internet or a limited number of computers or devices that can connect to the Canva program, then the Canva application depends on an adequate and stable internet network. For this reason, the design process cannot be used or supported by Canva.

- c. The Canva app offers templates, stickers, graphics, typefaces, and other items that can be purchased. Therefore, some people pay and some do not. This is not a problem because there are so many interesting and cost-free templates. Only how individuals can utilize their own creativity to make something interesting.
- d. The selected design may occasionally share a general design with others, including templates, graphics, colors, and other elements. However, this is also not a problem, the user can pick a different design.

4. Implementation Teaching Speaking Through Canva

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:

- a. The teacher informs the students about the learning materials to be delivered along with the media to be used before the teacher starts teaching.
- b. 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.

- c. Showing students related media in the form of powerpoints and learning videos that have been prepared; to help students understand the research objectives.
- d. Show and explain to students related to learning materials using the Canva that has been provided.
- e. 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.
- f. 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.
- g. After finishing presenting the material using Canva, 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 et al (2022) has researched “Increasing Students’ Interest in Learning English Through Canva Application”. The researcher concluded that the type of the research was descriptive qualitative research. The participants of this study 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 used to document observations. In this study, 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).

Elsa & Anwar (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 study begins with the gathering of quantitative data. The canva application can be used to produce educational media, according to this study's findings. The function and advantage of Canva were split into two categories as a consequence of this research, namely, *suplemen* and *substitusi*. 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.

Puspita et al (2023) has researched “Utilizing Canva Application in Enhancing Students' Speaking Skill in English”. This research aimed to find out the effectiveness of using the Canva Application in enhancing students' speaking skills. It used a quantitative method which was pre-experimental research design by applying pre-test and post-test. It was conducted at second semester of Informatics Engineering Study Program of STMIK Pelita Nusantarawhich was taken randomly. For finding out the students' skill, it was taken based on the indicators of speaking skills, namely: pronunciation, vocabulary, fluency, and comprehension. There were 2 results found, 1) very good level (46.43%) was the most dominant in speaking skills, and fair level (7.14%) was the least of speaking skills using the Canva Application. 2) There were a differentiate between the result of students' achievement in pre-test and post-test. Therefore, the

Canva Application is a new and effective application in digital learning especially in enhancing students' speaking skills.

Fitria (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 study. This study 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 was interested in knowing how the use of Canva focuses as a teaching media in English.