

The Impact of Literacy Activities on Students' Speaking Ability

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ABSTRACT

This study aimed to find empirical evidence that the learning techniques by carrying out literacy activities can enhance students' speaking ability. The total sample was 70 students. The method used in this research was a quasi-experiment. The total sample was 70 students. The method used in this research was a quasi-experiment. The method used was quantitative. It means the method and instrument involved numerical calculations and statistical quantification. The data showed that the mean score of pre-test in experimental class pre-test was 40.09, meanwhile control class was 50.06. The mean score of post-test in experimental class was 80.80, and the mean score of post-test in control class was 76.89. It showed that there is significant difference between the two classes. Beside that, The result of statistical analysis showed that the result of the hypothesis test value (Sig.) lower than 0.05. That means H_a (Alternative hypotheses) is accepted and H_o is rejected (Null Hypotheses). It can be concluded that the students' speaking ability in experimental class that were given by the treatment through literacy activities were improved more effectively than the control class.

Keywords : Literacy, Speaking Ability, Experimental

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1. INTRODUCTION

A. The Background of the Study

Speaking ability is the most important aspect of English because we can communicate only when others recognize our ability in English. This ability is a process of changing the form of thoughts, feelings or ideas into a meaningful form of language sounds. And speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they disagree with our opinions, as well as the ability to ask and answer questions. Speaking is referred to as the activity of saying something from word to word until it becomes a sentence/paragraph that contains expressions, opinions, suggestions, or other needs that will be heard by others.

According to Chaney (1998:13) speaking is "the process of sharing meaning in different contexts using verbal and non-verbal symbols". According to Harmer (2001:271) Speaking is one of the important skills that students must learn so that they can communicate fluently and clearly in English. So, Speaking in English involves many aspects that students need to master in order to do it well.

In a general context, literacy activities are learning activities that involve reading, thinking, speaking and writing activities that lead to understanding, inferring, interpreting, describing and analyzing all that is learned. According to Elizabeth Sulzby (1986) literacy is the language ability possessed by a person in communicating "reading, speaking, listening and writing" in different ways according to their purpose. In short, literacy is the ability to write and read. According to Grabe & Kaplan (1992) and Graff (2006) explain that literacy is the ability to read and write, and those who are able to do both are called literates. So, the researcher will create a literacy activity by instructing students to narrate a text for students' speaking ability.

B. *The Problem of the Study*

Based on the background of the study, the problem of the research was formulated as "is there any significant effect of literacy activities on students' speaking ability?"

C. *The Objective of the Study*

In line to the problem of the study, the objective of this research is to find out the effect of literacy activities on students' speaking ability.

2. REVIEW OF LITERATURE

A. *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.

B. *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.

C. *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 :

1. 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.

2. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily 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.

3. 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.

D. 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.

- 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.

- 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.

- 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.

- 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.

- 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.

E. *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, berbicara, 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.

F. *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:

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

3. RESEARCH METHOD

This type of research was quantitative research, experimental design. Quantitative research is explaining phenomena by collecting numerical data that is analyzed using mathematics-based methods (Aliaga and Gunderson, 2002: 81). In the experimental design, researcher used two different groups, namely the experimental class and the control class. In the experimental class, the researcher used literacy activities, while in the control class the researcher used conventional methods. At the end of the experimental class and control class were given a post test. In this research, the researcher used quasi experimental design, specifically the pre-test and post-test nonequivalent groups design. (Sugiyono, 2015: 116).

A. Population

The research population is the entire object being studied and analyzed. According to Arikunto (2013: 173) the population is the entire research subject. The populations of this study are VIII grade students of SMP PAB 19 Manunggal. This research was conducted at SMP PAB 19 Manunggal. Precisely on Jalan Veteran Psr. IX Helvetia / Manunggal Village, Kec. Labuhan Deli Medan.

B. Sample

According to Suharsimi Arikunto (2013: 173) the sample is part or representative of the research. The research sample is part of the population taken as a source of data and can represent the entire population. The sample in this study was determined by total sampling and from the technique two classes consisting of 70 students are obtained, each of which is separated into an experimental class (teaching speaking with literacy activities) and a control class (teaching speaking using conventional methods).

C. Research Instruments

The research instrument is one of the tools will be used by researcher to collect or obtain data in this study. Researcher used tests to measure students speaking ability in literacy activities using pre-test and post-test. According to Arikunto (2006), the research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.

1. Pre-test

The pre-test is a test given to the students from to measure their speaking ability before the treatment process. The experimental group and control group were given a pre-test before treatment. This used to analyze students' speaking ability in terms of pronunciation, grammar, vocabulary, fluency and comprehension.

2. Post-test

The post-test given to students after the treatment, this aims to determine the difference in their average scores.

D. Technique of Data Collection

Data was collected from students of class VIII of SMP PAB 19 Manunggal. Researcher collect data by using pre-test and post-test of the experimental class and control class. The pre-test and post-test results from both classes will be compared to see the significant difference of students' speaking ability with literacy activities. In collecting data, researcher used pretest, treatment, and posttest.

E. *Technique of Data Analysis*

1. Reliability

Inter-rater reliability was applied in this study in order to ensure the reliability of the score and to avoid the subjectivity of the researcher. The second rater is the English teacher who has experience in assessing students' speaking, with the aim of getting a consistent and fair assessment.

2. Validity

According to Arikunto (2010:211) stated validity is a measurement that indicates the level of validity instrument. In this research, the researcher used content validity. To test the content validity, the researcher used Pearson Moment Products with the formula adopted from Arikunto (2010).

3. Normality

This research used Kolmogorov-Smirnov method if more significant figure results smaller than 0.05 then the data is not normally distributed.

4. Homogeneity

5. T-test

The researcher used Statistical Package for the Social Science (SPSS) for analyzing the data. Alan Bryan and Duncan Cramer (2005:21) stated SPSS is a manipulating, analyzing, and presenting data program which used in the social and behavior science. After the data was collected from the pre-test and post-test, the researcher analyzed the data with the T-test formulation.

4. RESEARCH RESULT AND DISCUSSION

A. *Data*

This research used quantitative research and is explained through words and numbers. To collect the data of this study, the researcher observed the eight grade students of SMP PAB 19 Manunggal. There were two classes namely VIII-1 and VIII-2. There were 35 student of each class. VIII-1 the experimental class that was taught by applying literacy activity. The control class of this study is VIII-2 that was taught by using conventional method. Then the researcher gave the test to the students to get the data about the students' ability in speaking. The data was taken from the speaking test. After getting the data of this study, the researcher analyzed it.

B. Pre-Test and Post-Test Scores of Students in Experimental Class

In collecting the data of the students' ability in English speaking ability in experimental class by applying literacy activity. The purpose of this study is to know the students' ability in English speaking of SMP PAB 19 Manunggal. To know the result of this study in English speaking ability in experimental class that was taught by applying literacy activity. The data of students' pre-test and post-test scores of experimental class that had been collected in the table as followed:

Experimental Class

No.	Name	Pre-Test	Post-Test	Gained Score
1	AS	43	82	39
2	AD	43	75	32
3	ARP	40	77	37
4	AM	39	78	39
5	AD	43	85	42
6	AS	38	78	40
7	CW	46	80	34
8	FA	45	81	36
9	FA	41	80	39
10	KDA	42	80	38

11	KR	42	81	39
12	KCS	39	81	42
13	LM	43	89	46
14	MR	43	85	42
15	MA	41	80	39
16	MR	40	80	40
17	MEP	40	80	40
18	MI	41	79	38
19	NJ	40	78	38
20	NS	41	78	37
21	NH	38	81	43
22	NAS	33	81	48
23	NAS	33	82	49
24	RS	38	81	43
25	SW	36	86	50
26	SR	36	79	43
27	SN	39	82	43
28	SE	39	80	41
29	SDA	41	80	39
30	SR	39	83	44
31	SAP	40	80	40
32	TW	43	82	39
33	TR	41	82	41
34	RA	40	83	43
35	KA	37	79	42
Total		1403	2828	1425
Mean		40,09	80,80	40,71

Table 1. Pre-test and Post-test of Experimental Class

Based on the table above, it could be seen that the scores of students' pre-test and post-test in experimental class were different. The mean scores of students' score in the pre-test was 40.09 with the lowest score 33 and the highest score was 46. Meanwhile, the mean score of students' score in post-test was 80.80 with the lowest score was 75 and the highest score was 89.

Control Class

No.	Name	Pre-Test	Post-Test	Gained Score
1	AG	50	79	29
2	APU	45	76	31
3	AF	48	76	28
4	AM	52	75	23
5	ADF	51	75	24
6	AA	49	75	26
7	AMR	48	75	27
8	ADL	49	77	28
9	AKR	47	76	29
10	CA	45	80	35
11	CP	48	79	31
12	CW	50	76	26
13	DR	49	75	26
14	DAL	49	75	26

15	FF	51	76	25
16	FN	52	80	28
17	FS	51	76	25
18	GM	46	80	34
19	IK	52	80	28
20	MSA	47	75	28
21	MAA	46	75	29
22	MMS	48	76	28
23	NA	46	80	34
24	PSH	56	78	22
25	PDT	52	75	23
26	RMN	51	75	24
27	RR	50	79	29
28	RS	52	80	28
29	RP	51	70	19
30	RIK	47	75	28
31	SQK	55	82	27
32	SCF	54	75	21
33	WRD	56	82	26
34	YH	51	77	26
35	ZDP	58	76	18
Total		1752	2691	939
Mean		50,06	76,89	26,82

Table 2. Pre-test and Post-test Score of Control Class

Based on the table above, it could be seen that the scores of students' pre-test and post-test in control class were different. The mean scores of students' score in the pre-test was 50.06 with the lowest score 45 and the highest score was 58. Meanwhile, the mean score of students' score in post-test was 76.89 with the lowest score was 70 and the highest score was 82.

C. Analysis of Research Result

1. Reliability of researcher

No	Indicator	Correlation coefficient	Sig.	Interpretation
1	Grammar	0.500	0.05	Reliable
2	Vocabulary	0.743	0.05	Reliable
3	Comprehension	0.666	0.05	Reliable
4	Fluency	0.494	0.05	Reliable
5	Pronunciation	0.568	0.05	Reliable

Table 3. Reliability of Researcher Test Result

From the reliability testing above, it could be stated that there was significant result in inter-rater reliability between two raters where the reability of test grammar was 0.500, reliability of test vocabulary was 0.743, reliability of test comprehension was 0.666, the reliability of test fluency was 0.494 and reability of test pronunciation was 0.568. According to the calculation criteria of Spearman's rank correlation where the significance is 0.05. It means that the test > 0.05 and it was reliable.

Reliability of Teacher

No	Indicator	Correlation coefficient	Sig.	Interpretation
1	Grammar	0.572	0.05	Reliable
2	Vocabulary	0.738	0.05	Reliable
3	Comprehension	0.707	0.05	Reliable
4	Fluency	0.527	0.05	Reliable
5	Pronunciation	0.539	0.05	Reliable

Table 4. Reliability of Teacher Test Result

From the reliability testing above, it could be stated that there was significant result in inter-rater reliability between two raters where the reability of test grammar was 0.572, reliability of test vocabulary was 0.738, reliability of test comprehension was 0.707, the reliability of test fluency was 0.527 and reability of test pronunciation was 0.539. According to the calculation criteria of Spearman's rank correlation where the significance is 0.05. It means that the test > 0.05 and it was reliable.

2. Validity of researcher

No	Indicator	R-Count	R-Table	Interpretation
1	Grammar	0.537	0.361	Valid
2	Vocabulary	0.805	0.361	Valid
3	Comprehension	0.646	0.361	Valid
4	Fluency	0.540	0.361	Valid
5	Pronunciation	0.607	0.361	Valid

Table 5. Validity of Researcher Test Result

The validity of test was measured if r-count > r-table (0.361). Based on the result of validity testing in this research, r-table was 0.361 with 5% degree of significant. Therefore, in the table above showed that r-count of grammar was 0.537, r-count of vocabulary was 0.805, r-count of comprehension was 0.646, r-count of fluency was 0.541 and r-count of pronunciation was 0.607 in rater 1. The validity of the instrument is indeed correct. It could be concluded that the instrument was valid.

Validity of teacher

No	Indicator	R-Count	R-Table	Interpretation
1	Grammar	0.603	0.361	Valid
2	Vocabulary	0.783	0.361	Valid
3	Comprehension	0.703	0.361	Valid
4	Fluency	0.528	0.361	Valid
5	Pronunciation	0.545	0.361	Valid

Table 6. Validity of Teacher Test Result

From the reliability testing above, it could be stated that there was significant result in inter-rater reliability between two raters where the reability of test grammar was 0.572, reliability of test vocabulary was 0.738, reliability of test comprehension was 0.707, the reliability of test fluency was 0.527 and reability of test pronunciation was 0.539. According to the calculation criteria of Spearman's rank correlation where the significance is 0.05. It means that the test > 0.05 and it was reliable.

3. Normality

Test of Normality			
	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Pre-Test Experiment	.125	35	.182
Post-Test Experiment	.156	35	.311
Pre-Test Control	.129	35	.150
Post-Test Control	.236	35	.344

Table 7. Test of Normality

Based on the data in the table above, the test showed the significance value of experimental class in the pre-test and post-test was both 0,182 and 0.311. Meanwhile, the significance value of control class in pre-test was 0,150, and post-test significance was 0,344. If the significance value was more than 0,05, the data said to have normally distributed. Because both classes' significance values were more than 0,05, it was possible to concluded that the data were normally distributed.

4. Homogeneity

Test of Homogeneity Variances			
Lavane Statistic	Df1	Df2	Sig.
.293	1	68	.590

Table 8. Test of Homogeneity

According to the results of the table above, the significant value (Sig.) based on mean of test was $0,590 > 0,05$, which mean that the significance value was 0,590 which the higher than 0,05. As a result, the data in both classes were homogeneous.

5. T-test

Paired Sample Test				
Students' score	Equal variances assumed	Sig.	T	Sig.(2-tailed)
		.642	63.118	0.000
	Equal variances not assumed		63.118	0.000

Table 9. Paired Sample Test

The alternative hypotheses (H_a) is accepted because t-value (63.118) $>$ t-table (2.0322). The t-table result for this research with $(N-1) = 34$ at 5% degree of significant was 2.0322. The score of the t-count was 6.274 based on the data in table 4.9. above and the score of t-table was 2.0322. It could be seen that the score of t-test was higher than t-table (t-value (63.118) $>$ t-table (2.0322)). The Sig. 2 tailed result was also obtained in the table above to be $0,000 < 0,05$, it means that the t-test is greater than the t-table. It indicated that Alternative Hypotheses (H_a) is accepted and Null Hypotheses (H_o) is rejected.

D. Research Findings

Based in the analysis in the data, it was found that teaching speaking skill by applying literacy activities at SMP PAB 19 Manunggal was effective. There was significance different between experimental class were taught by applying literacy activities and control class who were taught by conventional method.

This research showed that teaching speaking skill by applying literacy activities, especially narrative texts where the reading material is fairy tale and personal experience. It was have a significant impact on students' speaking ability. It can be seen from all of the test result. The reliability test result showed all reliable because the test result higher than 0.05. The validity test result also showed all the test was valid because the r-count higher than r-table (0.361). The normality and homogeneity test result showed was normal and homogene. It can be seen from the table 4.16 and 4.17, it showed all the significant value higher than 0.05. The last, based on the t-test result, the t-test value 63.118 was higher than t-table 2.0322. This happens because it gives a lot of fun and interesting for students as evidence by the fact that the mean score of students' pre-test is 40.09 and the mean score of students' post-test is 80.80. It meant that the students' mean score improved from the lowest to the highest.

This means that there is a significant differences between students' speaking ability in the experimental class with literacy activities and control class using conventional method.

E. Discussion

This research was conducted to find out the Impact of Literacy Activities on Students' Speaking Ability:

Literacy Activities had significant impact on students' speaking ability. The significant impact of students could be seen on pre-test, post-test data and the learning process in both classes. The result of the speaking test on students in the pre-test of experimental class got the mean score was 40,09 and in the control class was 50,06. After giving the treatment through applying literacy activities on students' experimental class, there was a progress of students' speaking ability as shown in post-test data. The mean score of post-test was 80,80 in experimental class who were learned by applying literacy activities. While the mean score of post-test in control class was 76,89 who were learned by using conventional method. In could be seen the mean score of experimental class better than mean score of control class.

So, the researcher obtained that the implementation literacy activities was successful to impact the students' speaking ability at the eighth grade students of SMP PAB 19 Manunggal. The use literacy activities in the learning process in classroom, this method not only had impact of students' speaking, but also increase self-confidence and accuracy of thinking.

Based on the researcher's view, before implementing literacy activities, many students did not know how to speak properly. They don't know how to pronounce the word "late" correctly and also their teachers say that it is difficult for students to come forward and speak. After implementing literacy activities, starting from the pre-test, treatment and post-test, it was easy for them to go ahead and talk about their personal experiences because they talked and heard each other.

The finding is also in line with the previous research. Yumna Wahyuni (2018) in her title of research "*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*". 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. Ainun Mardhiah (2020) in her title of research "*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.

In contrast with the findings of other research, based on what the researcher found, it was resulted that the implementation of literacy activities had a positive and significant impact on

students' speaking ability. So it can be said that differences were found with previous researchers who obtained results that literacy activities had an impact on students' writing skill.

5. CONCLUSION

Based on the research finding, the researcher concluded literacy activities had the significance different on students' speaking ability at eighth grade students of SMP PAB 19 Manunggal. It meant that alternative hypotheses (H_a) was accepted. It can be seen from the statistical analysis that showed the t-test value (63.118) was higher than t-table (2.0322) and the (Sig.) value (0.000) was lower than 0,05. The used of literacy activities also helps increase students' self-confidence in speaking a topic/text, because practice becomes possible and this really helps students to learn in real learning. The statements is proven by the scores collected the experimental class is higher than the control class. And the t-test result greater than t table means there is a real difference between students who learn speaking by implemented literacy activities and students with conventional method. The findings of the research that students found it fun in using this learning technique, it helps the shay students and gived them more chances and opportunities to practice and enjoy speaking activities that can have an effect on speaking competence.

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Finally she hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for the researcher, readers, and the next researchers.

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