Journal of English Development

Jurnal of English Development *Vol.02, No.02, August 2022, pp. 75~88 ISSN:* **2776-088X**

APPLICATION OF READING LITERACY ON SPEAKING SKILLS IN SPEAKING TEXT

Nur Indarwati*[1], Muhammad Zakia Firdaus[2], Tsalitsatul Maulidah[3]
[1,2,3]Universitas Billfath; Pon. Pes Al-Fattah Siman Sekaran Lamongan
[1,2,3]Program Studi/Jurusan Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Billfath
e-mail: *[1]nur.indarwati28@gmail.com, [2]mzakiafirdaus@gmail.com, [3]tsalitsatulmaulidah@billfath.ac.id

Abstract

This study aims to determine the effect of reading text or speech literacy on speaking skills in speech and the results of students' speaking skills in speech text material in Indonesian subjects. This research is a quantitative research, this research is focused on reading literacy which is related to the speaking skills of students in speech text material, along with the factors that influence these two things. The research data was taken in June 2021. The research data was obtained using two techniques in two classes, the experimental class using the practical method and for the control class using the lecture method. The research data was then calculated using SPSS 16 to determine whether the data taken in the experimental and control classes had an effect on students or not. The results of the first study were using pre-test data and for the second research results, namely post-test data. From these data, researchers can conclude the results that have been obtained in carrying out the practice of giving speeches in class..

Keywords: *reading literacy; speaking skills; Speech text*

1. INTRODUCTION

Hamalik (2002) states that "learning is a form of growth or change in a person which is expressed in ways of behaving thanks to knowledge and practice. Here the teacher must lead students to obtain and produce these behavioral changes. In the application of literacy to read speech texts, accurate changes are needed when giving a speech, because giving a speech is an activity that is not easy and requires skill and confidence (Mousena, 2020). With this, learning the speech text is very important because it will be needed when we enter the community.

According to (Marzuqi, 2014) speaking is an art to express ideas or thoughts in communicating. Meanwhile, according to (Hernawati, 2007) speaking is a series of efforts so that children have the knowledge, skills, and attitudes to express their thoughts, ideas, and feelings by speaking. Public speaking is a very difficult thing to do in communication. Especially when in official forums, you must use clear language and can be understood by the

audience well (Khasanah & Safriyani, 2021). As an educator, the most important thing is how we speak in

public properly and confidently. There are still many students in the opinion that there are still many doubts because they do not believe themselves to speak in public. The most inhibiting factor in socializing is self-confidence .

According to (Slamet, 2007) The ability to speak in public, of course, must often be trained to get rid of nervousness, cold sweat, and even material that is delivered out of line. Some opinions about the notion of speaking according to experts: a) Speaking is a common communication tool in society. In this case, speaking in general can be interpreted as a delivery of intentions which can be in the form of ideas, thoughts, and the contents of one's heart to others.

According to (Keraf, 2004) a good and clear language is the result of learning that gives birth to a skilled attitude in speaking, especially in speaking skills, personal skills are needed in delivering the speech. Speech is one of the public speaking skills that has a very important role. Many world leaders use this verbal ability to direct society in the direction the orator wants. The influence can be in the form of influence to create peace or used to inflame the spirit of war. argues that speech can lead humans to a higher level of culture, but it can also drown out the culture that has been built for a long time.

According to (Tim Penyusun Kamus, 2002). Speech is one of the students' language skills. Speech skills are needed by the community to convey an idea that concerns the interests of society in general. One type of speech that is often used from the past until now is speech.

(Rakhmat, 2009) which states that speech is face-to-face communication, which is two-way, namely the speaker must pay attention to the interlocutor, even though the speaker dominates the conversation, he must "listen to the messages conveyed by the listener" (both in the form of words and phrases). or not words)

2. RESEARCH METHODOLOGY

The type of research used in this research is quantitative research. Quantitative research is a type of research based on the philosophy of positivism. This research is used to examine a particular population or sample. Collecting data using instruments, data analysis is statistical. The purpose of this study is to test the provisional assumptions that have been set (Sugiyono, 2019).

This study uses a quasi-experimental method (Quasi Experimental Design). (Sugiyono, 2015) states that Quasi Experimental Design is an experiment that has a control group, but does not fully function to control external variables that affect the implementation of the experiment. This research method is called a quasi-experimental because the research carried out

is close to a real experiment. The quasi-experiment aims to reveal a causal relationship by involving the control group and the experimental group. This quasi-experimental research aims to prove the application of reading text or speech literacy in speaking skills in the speech of class XI students of SMK Ma'arif NU Mantup (Mart, 2012).

This study used a pretest-posttest control group design. The design was carried out by randomly selecting two groups, namely the experimental group and the control group. Both groups were given a pre-test to analyze the initial conditions of the two groups. Then the experimental group was given treatment. Then the post-test was given to both groups, and the differences that emerged between the two groups were analyzed (Sugiyono, 2015).

Class	***Pretest***	**Treatment**	***Posttest***
Experiment	T_1	X	T_2
Control	T_3	-	T_4

3. RESULT AND DISCUSSION

This study was conducted to analyze student learning outcomes in Indonesian subjects in speech material in class XI Office (OTPK) which was applied to the application of practical methods and class XI Accounting (AKL) which was applied to the application of conventional methods at SMK Ma'arif NU Mantup. The researchers got several main problems, namely: first, student learning outcomes in Indonesian language subjects for speech text for class XI Office (OTPK) as an experimental class that applied speech practice methods, second, student learning outcomes in Indonesian language lessons in speech material in class XI Accounting (AKL) as a control class that does not apply the speech practice method, and the three differences in student learning outcomes in Indonesian language subjects in drama material in class XI Office (OTPK) as an experimental class and class XI Accounting (AKL) as a control class (Walsh Dolan, 1985).

The learning process was carried out 8 times: 4 meetings in the experimental class and 4 meetings in the control class. The first meeting in the experimental class the researchers gave pretest questions to the students, the second meeting in the experimental class, the researchers explained the drama material in the Indonesian language lesson using the practical method of making speeches in front of each student's class (Abadi, 2015). The third meeting in the experimental class, the researcher applied the practical method by asking students to practice the speech that had been searched on the internet

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ISSN: 2776-088X

in front of the class. The fourth meeting of the researchers conducted an evaluation by the way students worked on the post-test questions (Gudu, 2015).

The first meeting in the control class, the researcher gave pre-test questions to the students, the second meeting in the control class, the researcher explained the speech text material in Indonesian language learning using conventional methods (lectures). The third meeting of the researchers explained the speech text material in Indonesian language learning using conventional methods (lectures). In the fourth meeting, the researcher conducted an evaluation by means of the students working on the post-test questions (Muhammadiah et al., 2021).

A. Experimental class learning outcomes

The learning outcomes of the experimental class can be seen in table 2 below:

Table 2. Learning outcomes of the experimental class before treatment (pre-test)

	Experimental class learning outcomes
N	15
Valid	
Missing	
Mean	45.27
Median	47.00
Mode	47
Std. Deviation	4.183
Minimum	37
Maxsimum	53

The results of calculations using SPSS 16 on the data before treatment (pre-test) in the experimental class obtained a number of valid samples of 15, the mean score = 45.27, the mean = 47, the standard deviation = 4.183, the minimum value = 37, and the maximum value = 53.

Table. 3 Experimental Class Pre-test Results (XI OTKP)

No	Name	Question								Score	Mark
		1	2	3	4	5	6	7	8		
1	NM	2	2	2	2	1	1	2	2	14	44
2	TS	2	2	2	1	2	2	2	2	15	47
3	MN	2	1	2	1	2	1	2	1	12	37
4	EF	2	2	2	3	2	2	2	2	17	53
5	EPH	2	2	3	2	3	1	1	1	15	47
6	FE	2	2	2	2	1	1	3	3	16	50
7	SV	1	1	2	2	2	2	1	4	15	47
8	HZI	2	2	1	2	2	2	1	2	14	44
9	SJA	2	2	2	2	2	2	1	2	15	47
10	MS	2	2	1	2	2	2	2	2	15	47

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No	Name	Question								Score	Mark
		1	2	3	4	5	6	7	8		
11	VO	2	2	2	1	1	2	2	2	14	44
12	SN	2	1	2	1	2	2	2	2	14	44
13	TK	2	2	2	2	2	2	1	1	14	44
14	IDL	2	2	1	2	1	2	2	3	15	47
15	IDC	2	1	2	1	1	1	2	2	12	37

The frequency distribution of the experimental class pretest scores can be seen from the following table:

Table 4. Frequency distribution of the experimental class pre-test

No	Interval Class	Frequency	Relative Frequency
1	37 – 43	2	13%
2	44 – 46	5	33%
3	47 – 49	6	40%
4	50 – 52	1	7%
5	53 – 56	1	7%
	Amount	15	

DdBased on the pre-test frequency distribution table for the experimental class, it can be depicted in the histogram below:

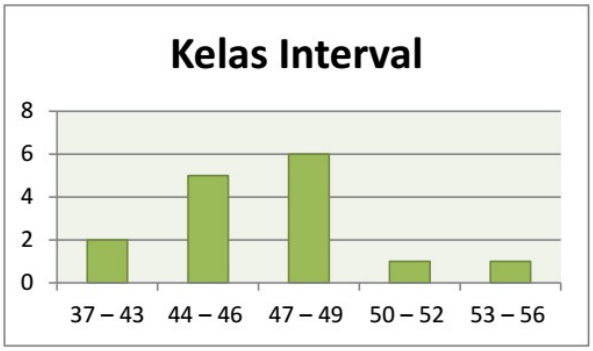

Figure 1. Frequency distribution of experimental class student learning outcomes before treatment (pre-test).

Based on the table and histogram above, the pre-test frequency of the majority experimental class lies in the interval 47-49 as many as 6 students (40%).

Table 5. learning outcomes of the experimental class after treatment (post-test)

	Experiment Class Post-test
N	15
Valid	
Missing	

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Mean	90.47
Median	91.00
Mode	87
Std. Deviation	3.523
Minimum	87
Maxsimum	97

The results of calculations using SPSS 16 on the data before treatment (pre-test) in the experimental class obtained the number of valid samples 15, the mean score = 90.47, the mean = 87, standard deviation = 3.523, the minimum value = 87, and the maximum value = 97.

Table 6. Results (pre-test) in the experimental class

No	Name	Question								Score	Mark
		1	2	3	4	5	6	7	8		
1	NMM	4	4	4	3	3	3	4	4	29	92
2	TM	4	4	4	4	4	4	4	3	31	97
3	MNF	4	4	4	3	3	3	4	4	29	91
4	EFW	4	4	4	3	3	3	4	4	29	91
5	EPH	4	4	4	3	3	3	4	3	28	87
6	FE	4	3	3	4	3	3	4	4	28	87
7	SV	4	4	4	4	3	4	4	4	31	97
8	HZI	4	4	4	3	4	3	3	4	29	91
9	SJAS	4	4	4	3	3	4	4	4	30	94
10	MS	4	3	4	3	4	4	3	3	28	87
11	VO	4	3	3	4	4	3	4	3	28	87
12	SNA	4	4	3	4	4	3	3	3	28	87
13	TK	4	3	4	3	4	4	3	4	29	91
14	IDL	2	4	4	4	4	3	3	4	28	87
15	IDCR	4	4	4	4	4	3	2	4	29	91

The frequency distribution of the experimental class pre-test scores can be seen from the following table:

Table 7. learning outcomes of the experimental class after treatment (post-test)

No	Interval Class	Frequency	Relative Frequency
1	87 – 90	6	40%
2	91 – 91	5	33%
3	92 – 93	1	7%
4	94 – 96	1	7%
5	97 – 99	2	13%
Total		15	100%

Based on the pretest frequency distribution table for the experimental class, it can be depicted in the histogram below:

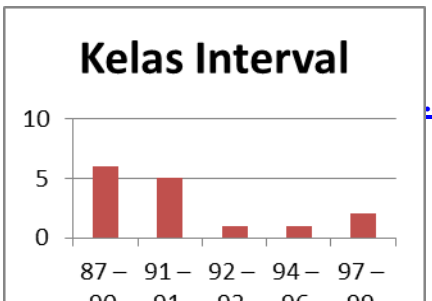

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Figure 3. Frequency distribution of experimental class student learning outcomes before treatment (pre-test).

Based on the table and histogram above, the pre-test frequency of the majority experimental class lies in the interval 87 – 90 as many as 6 students (40%) .

B. Control class learning outcomes

Control class learning outcomes can be seen in the table below:

Table 8. Learning outcomes of the control class after treatment (pre-test)

	Control Class Pre-test
N	12
Valid	
Missing	
Mean	56.50
Median	56.00
Mode	56
Std. Deviation	4.583
Minimum	50
Maxsimum	65

The results of calculations using SPSS 16 on the data before treatment (pre-test) in the control class obtained a valid sample of 12, the mean score = 56.50, the mean = 56, the standard deviation = 4.583, the minimum value = 50, and the maximum value = 65.

Table 9. Results (pre-test) in the control class

No	Name	Question								Score	Mark
		1	2	3	4	5	6	7	8		
1	DES	3	2	2	3	2	1	2	2	17	53
2	HJ	2	2	2	3	2	3	1	2	17	53
3	HS	2	3	2	3	3	2	2	1	18	56
4	HCJR	2	3	2	2	3	3	2	2	18	59
5	ICR	2	1	2	3	4	2	2	1	17	53
6	IAA	3	2	2	2	3	2	2	2	18	56
7	JA	3	3	2	2	3	3	4	1	21	65
8	KM	2	2	2	3	2	2	1	2	16	50
9	LW	2	2	2	2	3	3	2	2	18	56
10	SYS	3	3	2	3	2	1	2	2	18	56
11	WNF	3	2	2	2	3	3	1	2	18	56

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No	Name	Question								Score	Mark
		1	2	3	4	5	6	7	8		
12	YAK	3	4	4	3	3	2	1	1	21	65

The frequency distribution of the control class pretest scores can be seen from the following table:

Table 10. Learning outcomes of the control class after treatment (pre-test)

No	Interval Class	Frequency	Relative Frequency
1	50 – 52	1	8%
2	53 – 55	3	25%
3	56 – 58	5	42%
4	59 – 64	1	8%
5	65 – 68	2	17%
	Total	12	100%

Based on the pretest frequency distribution table for the control class, it can be depicted in the histogram below:

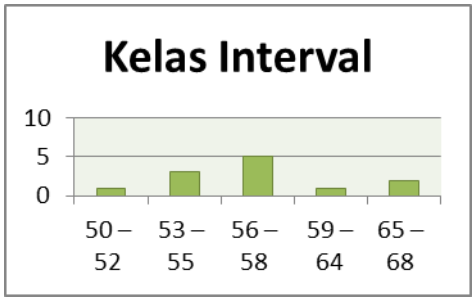

Figure 3. Frequency distribution of student learning outcomes in the control class before treatment (pre-test).

Based on the table and histogram above, the pre-test frequency of the majority control class lies in the interval 56 – 58 with 5 students (42%) .

Table 11. Control class learning outcomes (post-test)

	Control Class Post-test
N	12
Valid	
Missing	
Mean	81.75
Median	81.00
Mode	81
Std. Deviation	2.896
Minimum	78
Maxsimum	87

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ISSN: 2776-088X

The results of calculations using SPSS 16 on the data before treatment (pre-test) in the control class obtained a valid sample of 12, mean score = 90.08, mean = 91, standard deviation = 3.988, minimum value = 84, and maximum value = 97.

Table 12. Results (pre-test) in the control class

No	Nama	Soal								Skor	Nilai
		1	2	3	4	5	6	7	8		
1	DES	3	3	3	3	3	3	4	3	25	78
2	HJ	4	4	3	4	3	3	3	3	27	84
3	HS	4	4	4	3	4	3	3	3	28	87
4	HCJR	3	3	4	3	3	4	3	3	26	81
5	ICR	3	4	3	3	4	3	3	3	26	81
6	IAA	3	3	3	4	3	3	3	4	26	81
7	JA	4	3	3	3	3	3	3	3	25	78
8	KM	4	3	4	4	3	3	3	3	27	84
9	LW	3	4	3	4	3	4	3	3	27	84
10	SYS	4	3	3	3	3	4	3	4	27	84
11	WNF	4	3	2	3	4	3	3	3	26	81
12	YAK	4	3	3	3	3	3	3	3	25	78

The frequency distribution of the control class pre-test scores can be seen from the following table:

Table 13. Learning outcomes of the control class after treatment (post-test)

No	Interval Class	Frequency	Relative Frequency
1	84 – 86	3	8%
2	87 – 90	4	33%
3	91 – 96	4	42%
4	97 – 99	1	16%
Total		12	100%

Based on the pre-test frequency distribution table for the control class, it can be depicted in the histogram below:

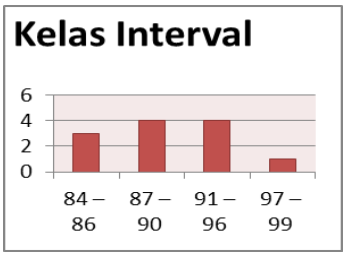

Figure 4. Frequency distribution of control class student learning outcomes after treatment (post-test)

Based on the table and histogram above, the pre-test frequency of the majority control class lies in the interval 91 – 96 as many as 4 students (42%).

A. Analysis Prerequisite Test

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ISSN: 2776-088X

The analysis prerequisite test is carried out before conducting data analysis. The prerequisites used in this research are normality test and homogeneity test. The results of the analysis prerequisite test are presented as follows:

1. Normality test

Normality test was conducted to test whether all variables were normally distributed or not. The normality test uses the kolmogorov-smimov formula in the calculation using SPSS 16. To find out whether it is normal or not is sig > 0.05 then it is normal and if sig < 0.05 it can be said to be abnormal. The calculation results obtained are as follows:

Tabel 14. Normality Test Summary

No.	Group	Sig	Conclusion
1.	*Pre-test* kelas eksperimen	0.042	Normal
2.	*Post-test* kelas eksperimen	0.010	Normal
3.	*Pre-test* kelas kontrol	0.047	Normal
4.	*Post-test* kelas kontrol	0.034	Normal

Based on the table above, it can be seen that the pre-test and post-test data on learning outcomes for both the experimental class and the control class have a sig value > 0.05, so it can be concluded that the data group is normally distributed.

2. Homogeneity Test

After knowing the level of normality of the data, then the homogeneity test was used to determine the level of similarity of variance between the two groups, namely the experimental group and the control group. to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 (sig > 0.05) the homogeneity test results can be seen in the following table:

Table 15. Summary of Homogeneity Test:

Class	F_{hitung}	*Sig*	Description
Pre-test	47.610	0.859	Homogen
Post-test	44.190	0.577	Homogen

The results of the homogeneity test of the research variables are known that the pre-test calculated F value is 0.361 with a significance value of 0.237, while the post-test F count is 0.577 with a significance value of 0.953. From the calculation results, the significance of the pre-test or post-test data is greater than 0.05 (sig > 0.05), it can be concluded that the data in this study has a homogeneous variance.

B. Hypothesis Testing

1. Pre-test post-test experimental class

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ISSN: 2776-088X

The t-test pre-test and post-test of the experimental class aims to determine whether there is an increase in the score. The conclusion of the study was declared significant if t count > t table at a significance level of 5% and p value <0.05. The summary of the t-test pre-test and post-test of the experimental class is shown in the following table:

Table 16. Summary of Paired Pre-Test with Post-Test Experimental Class

Class	Average	t Count	t table	p
Pre-test experimental class	45.27	31.646	1.76131	0.000
Experimental class post-test	90.47			

Based on the table above, the average pre-test value of the experimental class was 69.40 and the average post-test score was 90.47, so it increased by 45.2. It is also found that t count > t table at a significance level of 5% (26,277 > 1.76131) and has a p value < 0.05, which means that it can be concluded that there is a significant increase in student learning outcomes in the experimental group.

2. Pre-test post-test control class

The t-test pre-test and post-test control class aims to determine whether there is an increase in the score. The conclusion of the study was declared significant if t count > t table at a significance level of 5% and p value <0.05. The summary of the t-test pre-test and post-test control class is shown in the following table:

Table 17. Summary of Paired t Test Results Pre-test with post-test control class

Class	Average	t Count	t table	p
Pre-test experimental class	56.50	13.293	1.79588	0.000
Experimental class post-test	81.75			

Based on the results of the t test, it is known that the average pre-test was 56.50 at the time of the post-test increased to 90.08 so that the increase was 25.25. Furthermore, based on the t test, it was obtained that the t count was 15,445 with a significance of 0.00. The value of t table on df 11 with a significance level of 5$ is 1.79588. So the value of t count > t table (15.445 > 1.79588) and the value of 5% and the significance value is less than 0.05 (p = 0.000 <0.05). From the data above, it can be concluded that an increase of 33.58 was significant or there was a significant increase in the control group student learning outcomes scores.

3. Post-test experimental class and control class

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The independent-sample t-test analysis of the experimental class and the control class post-test aims to determine whether there is a significant difference between the post-test scores in the experimental class and the control class. The conclusion of the study was declared significant if t count > t table at a significance level of 5% and p value < 0.05. The summary of the t-test pre-test and post-test control class is shown in the following table:

Table 18. Summary of the results of the post-test t-test for the control class is shown below

Class	Average	t Count	t table	p
Pre-test experimental class	90.47	6.900	1.70814	0.000
Experimental class post-test	81.75			

Summary of post-test t test, it is known that the average learning outcome of the experimental class is 90.47 and the average learning outcome of the control class is 81.75, so it can be concluded that the average learning outcome of the experimental class is 90.47 greater than that of the control class. . from the table it is known t_{count} as big as 6,900 with a significance of 0.000. Obtained t_{table} from df 25 at the 5% significance level is 1.70814. So value $t_{count} > t_{table}$ (2.065 > 1,70814) and the significance value is less than 0.05 (p = 0.000 < 0.05). It can be concluded that there are significant differences in student learning outcomes in the experimental class and the control class.

1. Summary of t-test increase in experimental and control classes

   The t-test of the increase in the score of the experimental and control classes aims to determine whether there is a difference in the increase in the score of the experimental class and control class students' learning outcomes in learning Indonesian drama material. The conclusion of the study is significant if $t_{count} > t_{table}$ at the level of significance 5% and p value < 0.05. The following is a summary of the t-test for the increase in scores for the experimental class and the control class.

Table 19. Summary of t-test results for the increase in the experimental class and control class

Class	Average	t Count	t table	p
Pre-test experimental class	45,27	6.900	1.70814	0.000
Experimental class post-test	25.25			

Based on the results of the independent sample t-test calculation, it is known that the average increase in the experimental group is 45.27 while the increase in the control class is 25.25, so it is known that the increase in learning outcomes in the experimental class is greater than the control class. Also known value t_{count} of 6,900 with a significance of 0.000. The t value of df 25 is 1.70814. So it can be concluded that $t_{count} > t_{table}$ (2.065 > 1,70814) and the significance value is less than 0.05 (p= 0.000 < 0.05), so it can be stated that there is a

significant difference in the significant increase in learning outcomes scores in the experimental group and the control group.

Discussion

In the discussion section, it is focused on the initial description of students' speaking skills in giving speeches. The discussion of research in this study focused on important findings that could improve speaking skills in class XI students of SMK Ma'arif NU Mantup. Based on research data in the form of an assessment of the speech skills of SMK Ma'arif NU Mantup students, it was obtained using the pre-test and post-test assessment sheet instruments for speech skills. Observations and assessments of the pre-test and post-test of skills were carried out twice, namely before (pretest) and after (posttest) the implementation of speech skills learning for students of SMK Ma'arif NU Mantup.

Based on the above analysis, it has been proven that there is a significant difference between the speech practice method and the lecture method in student learning outcomes in Indonesian language learning material for class XI speech at SMK Maarif NU Mantup. This causes the speech practice method to have a higher average and improvement compared to the lecture method because the speech practice method brings students more actively in learning.

Even though the material is given at the same time, in the practice of speaking students are given a practice so that students practice speech in front of the class. While in the lecture method students are only fixated on the teacher's explanation and students are less active in learning. With the data above, it can be concluded that literacy learning to read speech texts has an effect on speaking skills in class XI students of SMK Ma'arif NU Mantup.

4. CONCLUSION

Based on the data analysis and discussion that has been described in the results above, the following conclusions can be drawn. First, reading literacy has a positive and significant relationship to the speech skills of class XI students of SMK Ma'arif NU Mantup. Speech skills can be optimized in the strategy of reading the speech text with the provisions in studying the speech text. This strategy can increase students' insight into student learning.

Based on the above analysis, it has been proven that there is a significant difference between the speech practice method and the lecture method in student learning outcomes in Indonesian language learning material for class XI speech at SMK Maarif NU Mantup. This causes the speech practice method to have a higher average and improvement compared to the lecture method because the speech practice method brings students more actively in learning. Even though the material is given at the same time, in the practice of speaking students are given a practice so that students practice speech in front of the

class. While in the lecture method students are only fixated on the teacher's explanation and students are less active in learning.

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