**CHAPTER II REVIEW OF LITERATURE**

**2.1 Pupils Self Assurance**

Student self assurance in the context of education, is an area that has been discussed by many experts in education and psychology. Albert Bandura's (1997) Self-Efficacy Theory is a key concept relating to student assurance. According to Bandura, self-efficacy is a person's belief in their ability to succeed in a particular task.Speaking is a communication skill that people use to share knowledge with others through presentations and conversations with friends in class. It is crucial to explain ideas, feelings, and opinions to others. Speaking is crucial since it is a component of all language skills. According to Edward in his book, "Speaking is one of the important factors in all language teaching, pupils must constantly learn words as they learn structures and as they practise the sound system." Building speaking is crucial to language learning and teaching.This implies that for as long as they are alive, pupils should never cease learning new words. sound system. "This implies that pupils should never stop learning new words as long as they are alive, until they are able to speak enough English to help them with their language acquisition.

Carol Dweck (2000) brings the concept of "mindset," emphasising the role of pupils beliefs about success which can be influenced by their view of ability as

something that can be either growing (growth mindset) or fixed (fixed mindset).

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Scholars can determine that speech is a fundamental component of It is a fundamental area of language made up of terms or expressions that are typically described or discussed in alphabetical order. The researcher comes to the conclusion that having a good vocabulary also means knowing how to employ words in written or spoken English depending on the occasion or context.Self assurance is a psychological trait shared by all people. It originates in the mind. Though everyone has it, some people are unable to sense it or express it on their own. Some people will seem quiet, uncomfortable expressing themselves, scared to stand up in front of others, etc. Their inability to express oneself is the root of the aforementioned issues. The aforementioned issues stem from their inability to develop their own self assurance or fear of speaking their minds.

According to Brown "Self assurance is a student's belief that they are indeed fully capable of completing a task. At the core of all learning is pupils belief in their ability to complete the task." (Brown, 2000). They will become more confident and driven to finish the assignment if they first think they can accomplish it. Self assurance is the most crucial factor for us as it becomes the driving force behind everything we do in life, helping us to succeed and finish the work. The reality in which we live and the world around us are both creations of ourselves. Someone can be extremely clever, but if they lack assurance in themselves, they will be unable to express their ideas or views and no one will ever know.

The researcher came to the conclusion that having self assurance is crucial and something that everyone ought to possess. essential item that each and every person needs. Their conviction that a person can fulfill all of his life's ambitions. It can be argued that self-assessment takes the form of positive judgment, and that self assurance is the positive attitude that enables one to create positive judgments. Feeling capable of self assurance will have a significant impact on an individual's capacity to achieve his goals self and surroundings, or a circumstance and state in which the person experiences optimism. circumstances and circumstances where people feel upbeat about how they perceive and handle certain aspects of their lives.

Self assurance is something that cannot be taught. It is up to a person to decide how much assurance they have in themselves, first believing in ourselves before others. in themselves, first of all believe in ourselves before anyone else will believe in ourselves, assurance is the belief you have in yourself and your abilities. have in yourself and your abilities. Ghufron and Rini state that there are Some aspects of self assurance are Self-ability, Optimistic, Objective, Responsible, Rational and realistic. (M. Nur Ghufron and Rini Risnawati, 2011). There are five components to self assurance.

The first is ability; pupils demonstrate self assurance when they do the assignments assigned by the teacher and approach them with seriousness. supplied by the instructor, and they take it seriously. The second group of pupils are optimists; they hold hope even in the face of impossibility and believe that the best scenario will unfold. hope despite the impossibility. The third is Objective: Pupils are able to solve problems when they arise. The fourth quality is Responsible

Responsibilities, when learners assume an active role in their education by acknowledging their own accountability for their academic achievements. The final one is realistic and rational critical thinking skills, which lead to a high standard of mental health.

Speaking is the active use of language in the moment to convey meaning— in this example, thoughts, opinions, and feelings—in order to engage in spontaneous conversation with others that adapts to the circumstances. based on the situation. Speaking is a means of conveying information from one person to another. In order to understand the target language or communication, a speaker needs to be able to communicate their emotions. People are able to communicate with each other through language with this method. Speaking involves not just using our voices appropriately but also selecting words that make sense to other people ( A. Ghani, 2016).

Being self-assured is having faith in our own abilities to accomplish the tasks at hand. Regarding what to do and how to accomplish it, just assume that everything will work out and don't worry about the result. Pupils that are confident in themselves always have a clear objective in mind, believe in their own skills, and know exactly how to get there because they know they can accomplish it. Pupils that possess self assurance never give up until they accomplish their objectives because they have faith in their ability to overcome adversity and persevere through it.

The development of speaking abilities is thought to be strongly connected with self assurance. Put differently, we might state that effective communication occurs in environments where assurance exists. Fluent speakers are those that practice speaking a lot and talk with ease. They haven't utilized the proper grammar when speaking English, but when pupils learn a foreign language with assurance, it will help them become more proficient speakers. Conversely, it is thought that the most dangerous obstacle to good communication is a lack of assurance. to efficient dialogue. The researcher can infer that "there is a positive correlation between pupils self assurance and their speaking skills" based on the description provided above.( Audi Yundayani, Wisnu Kala Kusumajati : 2019)

**2.2 Pupils English Literacy**

Pupils English literacy is their ability to understand, use and interpret different forms of English, both orally and in writing. It includes reading, writing, listening and speaking comprehension in English. Strong English literacy not only helps pupils in understanding texts in English, but also enables them to communicate clearly and effectively in everyday and academic situations.

Having the ability to read, write, and speak in order to comprehend and convey meaning is what it means to be literate. English is not the same as literacy, even if reading is one of the main goals of the subject in secondary education.The distinctions between literacy and English as a subject have long been a topic of discussion (Green, 2018). Simply put, and in its broadest sense, the study of English focuses on the meaning that can be made through the analysis of language and texts (Gannon et al., 2009). It also aims to support pupils personal development (Reid,

2016; McLean Davies et al., 2018), broadens their understanding of cultures (Atherton, 2005), and gives them the tools they need to make meaningful contributions to society (Macken-Horarik, 2014).

Pupils learn to read and write about themselves, their communities, and the world through the study of English and the creation of texts (Green & Cormack,

2008). As a result, the texts we have used to teach English have changed over time, moving beyond literary texts to incorporate multimodal, media, and everyday texts (Beavis, 2013).On the other side, literacy describes the growth of literate practices that enable pupils to comprehend how texts and language, across all subject areas, are used to convey meaning.The means by which the English classroom is run is literacy. Pupils must acquire literacy habits that are essential to studying English as a topic in the twenty-first century if they are to "do" English.

Similar to the subject of English, literacy has evolved over time. While reading and writing print texts was once the only criteria for English literacy, today's definition of literacy includes "multi-literacies," or the ability to communicate in both English and other languages through print, digital, visual, audio, gestural, and spatial media (Cope & Kalantzis, 2009; New London Group,

1996). Understanding the meaning-making (or semiotic systems) of multi-modal, visual, and embodied texts is one of the literate practices required in English classrooms of the twenty-first century (Beavis, 2013; Bull & Anstey, 2010; Cloonan, 2008; Cope & Kalantzis, 2015; Unsworth 2008).

Some important components of pupils English literacy include Speaking Ability i.e. Pupils can communicate effectively using English, both in formal and informal situations. This includes the ability to pronounce words correctly, use appropriate vocabulary and organise sentences well. Vocabulary Mastery: Pupils have a wide vocabulary and can use words appropriately in context. Then is Critical Thinking Skills and student assurance, English literacy also involves pupils ability to analyse texts, evaluate arguments, and critically infer information. It is important for educators to build pupils English literacy skills through a holistic and integrated approach that includes learner-centred learning, authentic English language experiences and the use of effective learning strategies.

**2.3 Merdeka Curriculum**

In order to fulfill the demands of the educational field, the curriculum is updated on a regular basis. Modifications to the curriculum are implemented at every educational level, from primary school to university level. The Ministry of Education released a new strategy for the implementation of the new curriculum, which replaces and improvings the 2013 curriculum, as of the 2021–2022 academic year. As part of the transition to the new paradigm of learning, the Merdeka Curriculum has been implemented in around 2500 schools since the start of the academic year.

The program places a strong emphasis on a number of fundamentals, most notably the autonomous elementary schools. The fact that English is taught as an elective in elementary schools is one of the points of emphasis. topic that primary school teachers teach. This is undoubtedly a big worry for some elementary schools,

as many of them lack an English instructor. In fact, several elementary schools that do have teachers with an English education background have turned them into class teachers and have never taught English again. This is due to the fact that English was not listed as a topic in the previous curriculum, the 2013 curriculum, and is now considered local material that is not obliged to be taught in primary schools.

According to Pinters (2006), young adult learners, who are around 13 years old, can be divided into three groups: preschool group pupils, who range in age from about 3 years to 12 years old, and primary school children, who are between the ages of 5 and 12. Additionally, Erosz (2007) separates young learners (ages 3-

6), young learners (ages 7-9), and older/late young learners (ages 10–12) into three groups. twelve years). When it comes to learning a new language, especially English as a foreign language, these stages are the greatest. Adolescents and adults learning English as a second language have slightly different features than children learning the language. Due to their distinct qualities and still-evolving moods, they are able to learn in a way that suits them (Oktavia et al., 2022).

One could argue that the Merdeka curriculum is still relatively new; few teachers are familiar with its regulations and how to use them in the classroom. Merdeka A curriculum with considerable extracurricular learning is one that attempts to provide pupils with the tools they need to solve challenges and grow as individuals. In order to tailor instruction to the needs of pupils and learners, teachers might employ a variety of teaching strategies (Kemendikbud, 2023).

.All pupils in Indonesian educational units are required to learn English, an international language. According to the Merdeka curriculum, pupils must be able to use English with assurance and good literacy when putting it into practice. The success of this curriculum and program can be aided by a number of strategies. involving speech. We cannot simply pass up the wonderful time that is childhood and education; instead, we must create engaging teaching methods that help pupils develop their self assurance in english literacy of speaking abilities and boost their self-esteem.

Language serves as a means of expressing ideas, thoughts, and feelings, making it indispensable in our day-to-day existence. as a means of expressing concepts, feelings, and thoughts. English is widely regarded as playing a crucial role as the language of worldwide communication in this era of globalization. As a result, those involved in Indonesian education have decided to include English in the curriculum. English instruction is one of the subjects that must be taught in Indonesia at all educational levels, and it is one of the necessary subjects. If pupils can use language as a tool for interaction and communication, then language learning is deemed effective (Iskandarwassid and Sunendar, 2013).

**2.3.1 Speaking Ability**

Communicating or speaking is very important in our daily lives, because speaking is a way to convey our ideas to others. to other people. (Zulfitri, 2021). Speaking is the capacity to communicate thoughts, views, and information verbally to another individual who is the intended audience or recipient of the information.

Speaking also involves not just the words or phrases that are said, but also the tone of voice, body language, and facial emotions.

The ability to communicate vocally in English in order to convey thoughts, ideas, and information is referred to as speaking proficiency. Among the four fundamental language abilities are writing, reading, and listening. Accurate grammar and pronunciation are only two aspects of proficient speaking; other aspects include successful communication in a variety of settings. Pronunciation, fluency, vocabulary, grammar, intonation and stress, cultural awareness, interactive communication, assurance, and contextual adaptation are some of the most important components of English speaking ability.

Effective communication depends on speaking clearly and pronouncing words correctly. Pronouncing words correctly improves listeners' comprehension of the speaker as a whole. The pronunciation of English is a subject that focuses on learning the techniques and vocabulary of speaking the English language. It is one of the most important aspects of learning the language, given the differences in vocabulary and grammar rules. According to (Botley, 2017), the pronunciation of English is crucial since there are many words and phrases in the English language that are difficult to understand.

The capacity to communicate confidently and fluidly is known as fluency. A continuous speech pattern is necessary for natural and efficient communication, and it can be maintained by a fluent speaker.Proficiency in vocabulary enables speakers to select appropriate words that effectively communicate their views. It

entails employing a range of vocabulary to accurately and concisely convey ideas. Fluency is vital, but precise grammar is also necessary for clear communication. It takes a strong grasp of English grammar for a speaker to properly communicate.In speech, intonation is the rising and falling of pitch, while stress is the emphasis placed on particular words or syllables.

Speaking English naturally and expressively is facilitated by appropriate intonation and accent. Cultural quirks affect how well people communicate. Speaking in a variety of settings is made easier by having an understanding of cultural variations and the flexibility to modify communication approaches accordingly.The process of speaking is lively and interactive. Proficient orators participate in dialogues, debates, speeches, and further communication exercises to express their concepts and comprehend those of others.A crucial component of speaking effectively is assurance. A confident speaker is more likely to hold the attention of the audience, persuade them with their views, and deal with communication difficulties with ease.

Speaking skill is the ability to modify language use for various settings, including social, intellectual, and formal ones. This includes being able to communicate effectively in a variety of settings. English speaking ability usually requires practice, exposure to real-world language use, and constructive criticism. To improve their speaking abilities, language learners frequently participate in role- plays, conversations, debates, and presentations.

**2.3.2 Pupils Speaking Ability Through Story Telling**

Story telling is the act of conveying a narrative or series of events orally, typically in a captivating and engaging manner. It's an ancient form of communication that has been used throughout human history to entertain, educate, and preserve cultural traditions. Storytelling involves the creation, sharing, and interpretation of stories, often involving characters, settings, conflicts, and resolutions.

In storytelling, the storyteller uses various techniques to engage the audience and bring the narrative to life. This may include the use of voice modulation, gestures, facial expressions, and dramatic pauses to improving the storytelling experience. Additionally, storytellers often adapt their delivery based on the audience and the context in which the story is being told.

Experts in education and language learning say that teaching English entails the methodical and intentional transfer of knowledge, abilities, and competences associated with the English language. Encouraging pupils to comprehend, use, and communicate effectively in English is the aim. The process of teaching English as a second language involves the teacher providing guidance and practice to pupils so they can converse and interact in English, creating an environment where learning may take place (Jeremy Harmer, 2007).

Since ancient times, people have utilized storytelling as a method of instruction. It is a vital educational tool. Both the teacher and the pupils use storytelling to communicate a tale or literary work. According to Morrow, telling

stories to pupils is an enjoyable exercise that sparks their imagination. And encourages pupils creativity. The benefits of storytelling, according to Paley et al., are as follows: (1) assisting pupils in becoming familiar with the procedure and goal of writing; (2) taking into consideration the creative expression of ideas and feelings; (3) increasing opportunities for social skill development; and (4) taking into consideration the fact that pupils must work with a variety of ideas and experiences (Wright et al., 2009).

One of the best strategies to encourage kids to develop their skills is through storytelling. a successful strategy for encouraging kids to develop their language abilities (Asrul: 2022). This is so that the storytelling method can boost kids' self- confidence in addition to instilling in them the habit of speaking or telling stories (Asrul: 2022). give kids more self-confidence. Wahyuni (2020) defines storytelling as the oral transmission of information from one person to another. Pupils' speaking abilities and confidence can grow organically through narrative exercises with peers (Cahyono, 2020). That can be constructed organically (Cahyono, 2020). When kids tell stories all the time, they develop strong speaking abilities and get over their insecurity over time.

Nurgiyantoro (2016) in his book said that there were seven indicators of storytelling, these indicators are (1) the accuracy of the story content, (2) the accuracy of the designation of the details of the story, (3) accuracy of story logic, (4) accuracy of the meaning of the whole story, (5) accuracy of words, (6) sentence accuracy, and (7) fluency. Meanwhile, according to Nugiyantoro (2016) there are seven indicators of storytelling, namely (1) accuracy of story content, (2) accuracy

of designation of story details, (3) accuracy of story logic, and (7) fluency. story, (3) the accuracy of story logic, (4) the accuracy of the meaning of the whole story, (5) the accuracy of words, (6) sentence accuracy and (7) fluency. Using storytelling method to help pupils become more proficient speakers is an original and useful tactic. Based on the existing discourse, it seems that the story telling approach can be an effective means of Improving pupils' self-assurance and literacy in the English language.

**2.4 Conceptual Framework**

Many elementary school pupils struggle with self-assurance and literacy in speaking English. The biggest issue primary schools confront is finding new words in English on them. Here, they fail to grasp the importance of developing self- assurance in order to Improving their speaking ability. About the way teachers teach English, it can be claimed that they are bored with their same methods and want them to get better at the language while also developing their assurance and literay in speaking abilities.

In order for pupils to easily grasp, learn new vocabulary, gain assurance, develop critical thinking skills, be brave, active, develop character, and be timely and humorous during the process of learning, teachers must come up with solutions. Teachers need to use techniques that allow pupils to focus on their performance while feeling at ease.

Improving natural self-assurance and literacy in speaking english can be achieved through group learning activities such as story telling. Before joining the

discussion, the teacher who is in charge of the lesson must create the materials like prepare a story or a picture.

Based on the aforementioned statement, researcher assumes that the grade VIII-2 at SMP Swasta Triana can benefit from the use of various techniques through group learning activities including storytelling to improving their self-assurance

and literacy in speaking English.

**Theory**

Sigit Widiyarto, et al

(2023:16334)

**Problem**

1. Pupils have poor literacy ability in both speaking and learning English.

2. Pupils struggle with self assurance when it comes to the English language and lack assurance.

3. For pupils, learning is tedious and less inspiring.

**Solution**

Implement the story telling method amidst kampus mengajar program

**Hope for an outcome**

The researcher hope this research can improve pupils Self assurance and literacy in speaking english Skill amidst Kampus Mengajar program

**What to do make solution :**

1. Observation

2. Mentorship

3. Result presentation

**Picture 2.1**

**Diagram of conceptual framework**

**2.5 Hypotesis**

Ha : The methodology of the story telling method has significants on pupils self assurance and literacy in speaking english ability.

Ho : The methodology of the story telling method has no significants on pupils self assurance and literacy in speaking english ability.