

## **Improving English Speaking Skills In Narrative Text Using Storyboard Through A Genre-Based Approach For Class Xi.9 Students At Sma Negeri 14 Semarang**

**Muhamad Zayyinul Muttaqin<sup>1</sup>; Dias Andris Susanto<sup>2</sup>; Rina Lukitasari<sup>3</sup>**

<sup>1,2</sup>Pendidikan Bahasa Inggris, Program Profesi Guru, Universitas PGRI Semarang, l. Gajah Raya

<sup>3</sup>Guru Bahasa Inggris, SMA Negeri 14 Semarang, Jl. Kokrosono, Panggung Lor, Kec. Semarang Utara, Kota Semarang, Jawa Tengah 50177

\*Email: ziiiaiant891@gmail.com

### **ABSTRAK**

Penelitian ini dilakukan untuk memberikan laporan tentang pentingnya *storyboard* yang diterapkan untuk mendukung kemampuan berbicara siswa serta peningkatan kemampuan berbicara siswa pada materi *narrative text*. Penelitian ini berjudul "Meningkatkan kemampuan berbicara bahasa Inggris dalam materi teks naratif dengan menggunakan media storyboard melalui pendekatan berbasis genre pada siswa kelas XI di SMA Negeri 14 Semarang" yang dilakukan dalam dua siklus. *Storyboard* diklaim sebagai media yang membantu siswa untuk melanjutkan cerita berdasarkan ilustrasi yang diberikan. Selain itu, realisasi dari *Genre-Based Approach* sangat cocok untuk memfasilitasi para pelajar dalam mempelajari teks karena prosedur dari GBA sangat tepat. Peneliti menerapkan penelitian tindakan kelas yang melibatkan dua siklus; satu siklus terdiri dari: perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini kemudian menemukan bahwa sejumlah siswa di kelas XI 9 lancar dalam menceritakan kembali cerita karena media yang diterapkan; media papan cerita dapat meningkatkan pengalaman siswa dalam berbicara. Namun demikian, penelitian ini kemudian menyimpulkan bahwa penerapan *storyboard* dapat menjadi efektif untuk membantu guru dan siswa dalam meningkatkan kemampuan siswa. Penelitian yang akan datang dapat direalisasikan melalui penggunaan media storyboard dan *Genre-Based Approach* untuk membantu peserta didik dalam memahami konteks topik atau teks.

**Kata kunci:** *Kemampuan Menulis; Pendekatan Berbasis Teks; Storyboard; Teks Naratif*

### **ABSTRACT**

This study is conducted to give the report of the significance of storyboard which implemented to support the students' speaking ability as well as their enhancement for narrative text. This research is entitled "Improving English speaking skills in narrative text material using storyboard media through a genre-based approach for XI grade students at 14 Semarang state senior high school" which was done in two cycles. Storyboard is knowingly claimed as the media which aided the students to continue the stories based on the illustration given. In addition, the realization of Genre-Based Approach is truly suitable to facilitate the learners learn the text since the procedures of GBA is proper. The researcher applied classroom action research that involved two cycles; a single cycle consists of: planning, implementing, observing, and reflecting. The study then found that a number of students in XI 9 were fluency in retelling the story because of the media implemented; the media of storyboard could improve the students' experiences of speaking. Nevertheless, this study then concluded that the implementation of storyboard could be effective to aid both teachers and students in advancing students' ability. The upcoming research could be realized through the use of storyboard media and Genre-Based Approach to aid the learners in understanding the context of the topic or text.

**Keywords:** *Genre-Based Approach; Narrative Text; Storyboard, Writing Ability*

## 1. INTRODUCTION

In language learning, the aspect of speaking ability is important and needs to be paid attention to by speakers. The ability to speak is the main way to communicate in everyday life, both in social and professional contexts. According to studies conducted by Hafour & Al-Rashidy (2020) and (Nair & Yunus, 2021). This helps them better understand language rules and automatically improves their overall language skills (Basuki & Saputri, 2020) and ( Budiarti et al., 2022).

Confirming the quote above regarding the scope of speaking skills, speaking is a skill that must be developed or in this case the ability to speak (Syafryadin; et al., 2019). In line with this opinion, a study on language was written by Hasanah & Syafar (2021) where they conducted research that speaking skills are a process where students have to speak but use English. speaking requires interaction with one or more participants, which means that effective speaking requires a lot of listening (Harmer, 2001:271 cited by Hasanah & Syafar, 2021). one of the most difficult skills to understand in second language data (Elbashir, 2022). In more depth, a study stated by Saeed Al-Sobhi & Preece (2018) shows that speaking, as mentioned previously, has an important meaning among other language skills.

Through observations made during Field Teaching Practice (PPL) activities, the teacher, in this case as well as the researcher, discovered obstacles or problems in class about narrative text material (legends) to be presented. Knowing this, the researcher proposed or suggested using storyboard media to encourage students to achieve speaking skills through Genre-Based Approach syntax.

According to Bruce (2011) in Hafour & Al-Rashidy (2020), storyboards are used to convey stories through representational images that are not distracting. As defined by Varvel and Lindeman (2005) in Hafour & Al-Rashidy (2020) and (Novita, 2020), "Storyboard is a graphical means that represents the layout, organization, content, and relationships of information to produce conceptual ideas about information, position, meaning and form." By Basuki & Saputri (2020) in their research, image media (storyboard) is a medium that is a

reproduction of the original form in dimensional form, in the form of a photo or painting. Simply put, storyboarding is a technique that encourages students to form ideas creatively by involving the right and left brain in planning (Hasan & Sayid Wijaya, 2016).

Based on research written by Ramasari et al., (2021), Storyboards will help students in the teaching and learning process become more imaginative and creative. In line with the research above, Asyrifah et al., (2021) assess that storyboards help students think about how they understand a story. research written by Jubhari et al., (2022), the use of the above media has supported problem-based learning or contextual learning because contextual learning integrates concepts, knowledge and skills in contexts that are relevant to everyday life or real world situations .

Genre-Based Approach or text-based learning is used as a language learning syntax because this approach is suitable in language learning sequences. A text-based approach not only has a significant influence in developing students' and teachers' skills but also has an influence in improving language skills through understanding various types of texts (Daniarti et al., 2020). A genre-based approach begins learning by identifying the type of text or particular genre to be studied (Usman & Rofiqoh, 2020).

This approach is intended to help students understand, analyze, and produce texts in various languages or genres, such as stories, presentations, descriptions, reports, correspondence, etc. (Halliday & Matthiessen, 2013). In the Genre-Based Approach, learning is focused on understanding and producing certain genres or texts (Tachia & Loeneto, 2018). Furthermore, according to him there are 4 procedures in using this learning model: mentioned by Tachia & Loeneto (2018), the first step is Building Knowledge of the Field; This stage is also called preparation for entering into a new topic of the text with topic identification. The second stage is Modeling of the Text; At this stage, students will be given examples of texts that will make students familiar with the type of text or genre being targeted, especially for the linguistic and organizational features contained in the

genre. The third step is Joint Construction of the Text which will build students' confidence in productive skills. This is realized by the teacher's efforts to group students so that they can work together with each other. The final stage is Independent Construction. At this stage, student achievement will be measured to obtain information about student achievement.

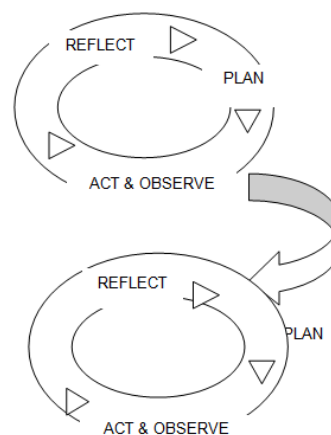
Based on the investigations and theories above regarding the use of storyboard media in English language learning, the researcher wants to conduct case-based research on the use of storyboard media as an effort by teachers to encourage students to improve their speaking skills in English language learning on narrative text material through the Genre approach. -Based Approach.

### Article Type

As a teacher who has the main role as an educator and teacher, it is considered important for him to assess or measure the competencies achieved by students. The teacher's main responsibility is to design, present and evaluate teaching materials that are appropriate to the conditions in their environment, with the aim of ensuring that students achieve optimal learning outcomes. Therefore, teachers must master and develop three career fields whose development is increasingly complex with developments in science and technology. One of the skills that teachers must have is conducting classroom action research to measure learning improvements by providing certain treatments to improve student learning processes and outcomes.

Classroom action research (PTK) is a research process carried out by a teacher or a group of teachers with the aim of improving the quality of learning in the classroom. PTK aims to study, analyze and overcome deficiencies in the learning process in a systematic and oriented manner. PTK is usually carried out in certain cycles which include planning, action, observation and reflection stages (Kemmis & McTaggart, 1999). According to him, classroom action research can help teachers improve classroom learning, identify effective solutions, and develop better learning methods.

The following is an image developed by (Kemmis & McTaggart, 1999) regarding the syntax or cycle in classroom action research:



**Figure 1: Classroom Action Research syntax**

The cycle image above provides an overview of PTK developed by McTaggart (1999) where researchers at the beginning need to prepare a plan or preparation that is used to include solutions to the problems that arise. On this basis, the tools or models used need to be carried out during the act and observe period; Act or action is a step for researchers to engineer an action regarding a problem raised in the classroom and then make observations of potentials that describe this development. And the last thing is to reflect or reflect on the steps that have been taken in class.

Researchers are given the option to carry out development in cycle 2 if they feel or assess that reflection in the first cycle has not provided significance in the use of media, models or techniques used. And in cycle 2, researchers need to do what was done in the first cycle.

## 2. METHODOLOGY OF THE STUDY

In improving the learning experience in the classroom, the research used is Classroom Action Research or in English terms Classroom Action Research. In this research, the CAR method was used which was pioneered by Kemmis & Mc. Taggart with 4 strands in it, namely Planning, Implementation, Observation and Reflection.

The target subjects in this research were class students was XI.9 SMA Negeri 14 Semarang in academic years 2023-2024. This classroom action research was carried out over 2 cycles which took place in SMA Negeri 14 Semarang in academic years 2023-2024.

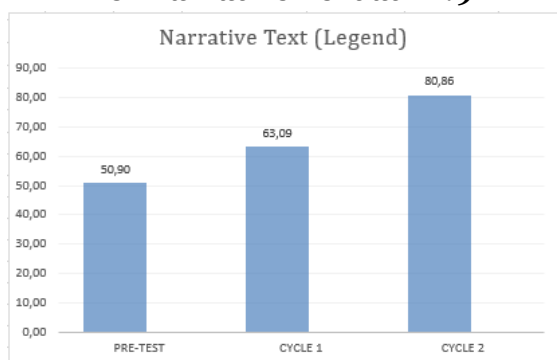
The data sources in this classroom action research were all students who were the research subjects, namely class XI.9 of SMA Negeri 14 Semarang, totaling 35 students and 5 students were randomly sampled for interviews and 1 English subject teacher.

Data collection techniques are the most important step in research, because the main aim of research was to obtain data where the technique uses interviews, tests and observations. Indicators of success in this research would be considered and seen from a number of criteria: process criteria and student learning outcomes. These criteria were considered complete if students' learning completeness in narrative text material in class XI.9 reached above 75%.

### 3. RESULT AND DISCUSSION

The results of the research in the case found by researchers in class Description of research results per cycle is as follows:

**Table 1: Result of Students' Speaking of Narrative Text at XI.9**



Based on the data above, the students' skill scores in speaking assessment practices had increased in each cycle where the students' initial score was 50.90 and after treatment it increased to 63.09 and finally through the second cycle the students' assessment based on the media used reached the number 80.86. The following was an overview of each cycle in detail.

#### Pre-cycle

At the planning stage in the pre-cycle, the teacher prepared learning tools starting from modules, teaching materials and teaching aids that would be used before carrying out the lesson. July 24 2023 was the first week after the School Environment Introduction Period (MPLS) activity so that teachers could take advantage of this meeting to carry out diagnostic assessments, both cognitive and non-cognitive (interrelated with learning styles). Teachers also took advantage of the opportunity to get to know students to establish good relationship. Students were also invited to create a learning contract which then becomes a guideline in carrying out learning activities.

At the do or implementation stage, in this step, the teacher implemented real action in the form of interesting learning realizations and invited student activity. Through a do or implementation mechanism, the teacher provides a pre-test or exercise at the beginning to measure and find out how far the students had prepared before the full material was given. The basis for giving the pre-test was that the material had already been given in class X; These considerations were the choice of teachers or researchers to measure students' initial abilities regarding speaking skills.

At the observation stage, this section provided notes and an overview of the results met by students in carrying out the initial assessment. Assessments that asked students to demonstrate speaking skills on narrative text material in the legend element independently did not fully show results that are in line with the learning objectives. The learning objective planned for this learning chapter was that students were able to communicate or present simple narrative texts (legends) by paying attention to social function, text structure and language elements appropriately. The results of the observations obtained and presented provided the conclusion that a number of existing students needed appropriate guidance to achieve a score above the KKM, namely 75.

In the syntax of reflection, the researcher states that there was a problem or lack of student competencies in aspects of

students' skills that should be able to show elements in speaking skills: smoothness, vocabulary, grammar, and pronunciation because of learning experiences that had been gained at class X on the text material narrative. As a reflection material, the teacher needed to provide appropriate media or methods to reduce the existence of errors there were aspects of speaking skills, and at the end of learning students were able to realize the learning objectives that had been set. Media storyboard was considered appropriate in accordance with several previous theories put forward at the beginning such as research reported by Hafour & Al-Rashidy (2020); Asyrifah et al., (2021); Ramasari et al., (2021) where the media was quite helpful in language learning or text so that speakers were able to speak smoothly. As for the approach was to use the genre-based approach (GBA), this approach was chosen to be a syntax of learning learning because it was integrated and appropriate because a series of student learning experiences would be directed.

### **Cycle I**

The learning activity that began with the planning to conduct cycle I was on September 11 at 08.30-10.15 and was dated 18 at the same time; The implementation of 2 meetings in cycle I was to consider the number of students who were quite a lot and the realization of learning syntax must be optimal. Reading reflection on pre-cycles about the findings obtained, researchers intended to plan learning using media storyboards through the Genre-based Approach (GBA) approach. The media consideration used by the storyboard was because this media had a role and function to help students to remember what they would convey through the intended image.

This planning then also gained reinforcement from a number of questionnaires distributed to students, that the existence of the planned media at the beginning, namely the storyboard gave a positive impression. The following were a number of questionnaire results with students given on September 20, 2023:

"I more easily learn text or language if I am given a picture by the teacher so that I am

easier to remember the important points" (Student 1).

Similarly, the following students' answers about the use of storyboards for English learning:

"If there is a picture when I speak I am more confident and confident" (Student 2).

The two students represented researchers to carry out learning in narrative text using media storyboards.

Through the GBA approach, the researcher considered that the plan in the GBA became important because students were learning text with the following syntax: Building Knowledge of the Field (BKOF) was the initial syntax on the translating text where students would be introduced why and how the language learning was important for understood and carried out; Modeling of the text (mot) was the second syntax that needed to be realized to provide initial capital for students to recognize the sharing of text modes (oral or written) or (audio or visual) through various sources; The third syntax was the Joint Construction of the Text (JCOT), researchers in this order provide the opportunity for students to realize their learning styles (collaborative) through the preparation of text with teacher assistance; And the last is the Independent Construction of the Text (ICOT), researchers in this last case gave students freedom to write independently the text in question without the assistance of the teacher.

The first meeting went with the first syntax, BKOF; Students were introduced to a number of approaches theoretically to understand why they needed to learn narrative text (English), namely by delivering social functions, how the text was arranged (text structure), and what elements needed to be understood and applied in compiling narrative texts (elements Language). Researchers on this syntax displayed a number of narrative text modes (legend) starting visually (PPT, Print Out Papers, Handouts, or Student Books); audio visual (YouTube) and also provided variations in narrative text content from a number of regions and emphasized in detail and comprehensively the elements of language and text structures with labeling forms so that they were easy to understand. Students on the syntax (JCOT) began to be asked to write

down a series of simple narrative texts in groups with media storyboards. Followed by Icot, students were given time as a form of learning experience to compile text independently by only having a storyboard that had been shared.

The actions above are in line with several previous studies (Tachia & Loeneto, 2018); (Artini et al., 2019); (Daniarti et al., 2020) where the realization of GBA syntax had a quite significant effect on students in putting together a number of ideas or sentences. Likewise with the questionnaires given by a number of students, where the questionnaires received concluded that there was effective learning to encourage students to learn the text. Following are some of the responses received:

“Teachers teach appropriate techniques or methods for learning English; I was taught to speak by first being given lessons in class” (Student 3)

Observations in cycle I described and confirmed how learning activities took place by applying the GBA approach through storyboard media in English subjects on the topic of narrative text (legend). Researchers saw and consider that the GBA approach was appropriate and appropriate to encourage and facilitate students in compiling texts. Assessment of the aspect of speaking skills using storyboard media was carried out at the end of the second meeting by the teacher where students practiced simple narrative texts one by one using media that was broadcast or given to students at the previous meeting. The test results presented above provide the conclusion that a number of students experienced changes in their speaking skill competency scores; Some students showed quite significant increased in their scores, but there were still a number of students who still needed to be accompanied on the elements of pronunciation and fluency.

Reflections on cycle I reported that a number of students in class XI. 9 SMA Negeri 14 needed in-depth assistance regarding speaking elements, especially pronunciation and grammar items which had not yet improved. The researcher concluded that there would be a cycle II to provide more encouragement to students to achieve scores above the KKM. Where in general the

achievement score only reached 63.65 so a cycle II was needed.

## **Cycle II**

This second cycle was a follow-up activity to improve students' speaking skills in narrative text material for those who had not achieved the specified score, namely above the average of 75. Planning in this second cycle was more about strengthening and completing the scores of students who had not fully reached the target; The media and approach remained the same as planning in cycle I, namely the use of storyboard media and the GBA approach.

In implementing this learning cycle, several corrections and evaluations on the application of speaking elements were emphasized; This was done to improve what was noted in cycle I. fluency or fluency and pronunciation or pronunciation were the main focus in cycle II.

As an assessment in cycle II, students one by one carried out reflections in the form of presentations to show their skills in speaking about narrative texts and the teacher made observations about how students speak in front of the class based on the storyboards provided.

Observations were carried out to monitor the development of students' speaking skills in narrative texts based on the GBA activity scheme using storyboard media. A number of improvements emerged from students who were weak in aspects of fluency and pronunciation in cycle I. From the notes obtained from the table above, it could be said that a number of significant changes occurred in several speaking elements. This was because the role of teachers and media was optimized to achieve grades in accordance with planning.

In general, it could be concluded from this reflection section that there had been a significant improvement where students had achieved a standard score above the predetermined KKM, namely 81.00.

## **4. Conclusion**

Based on data analysis at the pre-cycle, cycle I and cycle II stages, it could be concluded that the speaking ability of class XI.9 students had increased with the use of storyboard media. This increase was evidenced by the



change in the average value since before the cycle period, period I and period II. The average pre-test score was 50.90. Then it increased to 63.09 in Cycle I and 80.86 in Cycle II. Therefore, it could be concluded that the use of storyboard media through text-based learning or could improve students' ability to speak narrative text.

From the results of the research that had been carried out, a number of suggestions had been obtained for achieving enjoyable and objective learning: When teaching material that results in speaking skills, teachers or educators should utilize supportive and interactive media from the start to achieve appropriate learning objectives.

Researchers advised teachers to use learning media in the form of storyboards in language or text learning using the Genre-Based Approach (GBA) because by using this media students would more easily understand what was meant by the story being taught; Students in studying texts or foreign languages would find it easier to grasp the intended meaning with relevant media and learning approaches with appropriate syntax; This research prioritized the effectiveness of using learning media in the form of storyboards with a Genre-Based Approach (GBA) approach which was believed and understood to be effective in encouraging more accurate language research.

## References

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan* (Ed.Rev.201). PT Rineka Cipta.
- Artini, N. M. S., Seken, I. K., & Budasi, I. G. (2019). the Effect of Genre-Based Approach and Learner Autonomy on the Writing Competence of the Eighth Grade Students of Smp Harapan Nusantara. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 7(1), 1–7. <https://doi.org/10.23887/jpbi.v7i1.2719>
- Asyrifah, L., Lestari, L. A., Purwati, O., & Surabaya, U. N. (2021). Teacher ' S Perception : Teaching Reading Storyboard. *Jurnal Education and Development*, 9(3), 81–85.
- Basuki, E. P., & Saputri, T. (2020). Teaching Writing Narratives Online by Using Storyboard Technique During the Lockdown period of the Virus Covid-19 Outbreak. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 554–560. <https://doi.org/10.24256/ideas.v8i2.1682>
- Budiarti, B., Juhansar, J., Rahmawati, D. A., Alamsyah, K. F., Mawar, A. M., & Sudiro, S. (2022). EFL Students' Perceptions on the Use of Storytelling towards English Speaking Proficiency. *Edumaspul: Jurnal Pendidikan*, 6(2), 2284–2288. <https://doi.org/10.33487/edumaspul.v6i2.3308>
- Daniarti, Y., Taufiq, R., & Sunaryo, B. (2020). The Implementation of Teaching Reading Through Genre Based Approach for University Students. *Journal of Physics: Conference Series*, 1477(4). <https://doi.org/10.1088/1742-6596/1477/4/042064>
- Elbashir, E. (2022). The problems of Fluency in Spoken English among EFL Learners in Sudanese Universities. *Journal of English Language Teaching and Applied Linguistics*, 4(4), 14–17. <https://doi.org/10.32996/jeltal.2022.4.4.3>
- Hafour, M. F., & Al-Rashidy, A. S. M. (2020). Storyboarding-based Collaborative Narratives on Google Docs: Fostering EFL Learners' Writing Fluency, Syntactic Complexity, and overall Performance. *JALT CALL Journal*, 16(3), 123–146. <https://doi.org/10.29140/jaltcall.v16n3.393>
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2013). *Halliday's introduction to functional grammar: Fourth edition*. In *Halliday's Introduction to Functional Grammar: Fourth Edition*. <https://doi.org/10.4324/9780203431269>
- Hasan, D. N., & Sayid Wijaya, M. (2016). Storyboard in teaching writing narrative text. *Ejournal.Radenintan.Ac.Id*, 9(2), 262. <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/372>

- Hasanah, U., & Syafar, A. (2021). THE USE OF STUDENT CENTERED-LEARNING (SCL) TO DEVELOP STUDENTS' SPEAKING SKILL. *E-Journal of ELTS (English Language Teaching Society)*, 9(3), 257–266.
- Hughes, Rebecca. (2000). *Teaching and Researching Speaking*. London: Pearson Education.
- Jubhari, Y., Sasabone, L., & Nurliah, N. (2022). The Effectiveness of Contextual Teaching and Learning Approach in Enhancing Indonesian EFL Secondary Learners' Narrative Writing Skill  
ARTICLE HISTORY KEYWORDS CTL EFL Narrative text Contextual teaching Quasi-experimental. *Journal of Research and Innovation in Language*, 4(1), 54–66. <https://doi.org/10.31849/reila.8633>
- Kemmis, & McTaggart. (1999). *The Action Research Planner* (Issue March).
- Nair, V., & Yunus, M. M. (2021). A systematic review of digital storytelling in improving speaking skills. *Sustainability (Switzerland)*, 13(17). <https://doi.org/10.3390/su13179829>
- Novita, I. (2020). Pengembangan Bahan Ajar Menulis Teks Cerpen Berdasarkan Teknik Storyboard pada Siswa Kelas XI SMA. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 3(1), 46–52. <https://doi.org/10.30872/diglosia.v3i1.29>
- Ramasari, D., Erlina, & Anggraini, H. W. (2021). The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking to the 10th Grade Students. 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020), 513, 387–394. <https://doi.org/10.2991/assehr.k.201230.135>
- Saeed Al-Sobhi, B. M., & Preece, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions. *International Journal of Education and Literacy Studies*, 6(1), 1. <https://doi.org/10.7575/aiac.ijels.v.6n.1>  
p.1
- Syafryadin, Haryani, Salsaniwati, & Putri, A. R. A. (2019). Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(4), 3147–3151. <https://doi.org/10.35940/ijrte.d8002.118419>
- Tachia, C. O., & Loeneto, B. A. (2018). the Application of Genre Based Approach in the Teaching of English To the Eighth Graders. *The Journal of English Literacy Education*, 5(2), 168–181.
- Usman, S., & Rofiqoh, dan. (2020). Pengaruh Penerapan Process Genre-Based Approach (PGBA) terhadap Hasil Belajar Menulis Esai FKIP Universitas Tadulako. *Jurnal Kreatif Online*, 8(1), 9–23.



