

## **Efforts To Improve Speaking Ability Of Xi Pplg 2 Using Genre Based Approach Assisted By Canva**

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### **ABSTRACT**

This research aims to improve the speaking skills of class XI PPLG 2 students at SMK Negeri 2 Semarang using the Genre Based Approach assisted by Canva. Researchers focus on student problems that can be improved through applying an approach assisted by a media in narrative text material. This research was carried out over 2 cycles and in each cycle there were planning, implementation, observation, and reflection activities. This type of research is classroom action research which uses qualitative and quantitative methods. To obtain research results, researchers use data collection techniques such as observation, field notes, tests, and documents which function to store student recording results. The results of this research show an increase in students' speaking abilities from pre-cycle to cycle II. Where in the pre-cycle the average student score was 55.3, then in cycle I it was 60.06, and in cycle II it was 76.3. Based on the resulting data, it shows that research on the application of the Genre Based Approach assisted by Canva can improve students' speaking abilities.

**Keywords:** *Speaking skill, Genre Based Approach, Narrative Text*

### **1. INTRODUCTION**

English is a language that is widely used throughout the world, so English is an international language. In Indonesia, English is introduced to students from the time they enter elementary school to college as a foreign language. English is taught with the aim that students are able to understand and master English which will be useful for students in the future. This is because by learning English, someone will get benefits such as being able to communicate with foreigners easily, improving their career, increasing connections, having broad insight, and much more. This is also due to the many new theories and insights originating from foreign countries. So, learning and applying knowledge in English is very important. This is also supported by (Aziza, 2020) who said that English is a commonly used language, an academic language where many media use English in writing, and English can help someone when traveling to carry out work on an international basis.

In learning English, of course people have to involve four special abilities, namely reading, listening, speaking and writing. These four skills are connected, where by reading a person is able to learn how to write sentences well and by listening, a person will learn how to pronounce a word correctly. Of course, the skills learned are useful for students to communicate both in writing and speaking. Currently, the education system in Indonesia uses the Curriculum Merdeka where when implemented in high and vocational schools, this learning focuses on the use of English, both written and spoken, which can be used in students' future lives. Therefore, educators must encourage students to use English in every lesson. Unfortunately, students in XI PPLG 2 think that English is a difficult lesson and they also think that speaking is one of the most challenging skills to learn in English where most of them feel that pronunciation in English is difficult. This is in accordance with (Maji et al., 2022) who found that students experienced difficulties with

speaking skills due to lack of vocabulary knowledge, poor pronunciation, lack of knowledge in grammar, and lack of motivation in learning.

In the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture Number: /008/H/KR/2022, it is hoped that learning English can help students to achieve communication skills for life. The approach used also focuses on text in oral, written, visual, audio and multimedia form. One approach that can be applied to improve speaking skills in English learning is the Genre Based Approach. Genre Based Approach is an approach that teaches language communicatively ((Tzer & Lin, 2018). According to (Pham & Bui, 2021), the Genre Based Approach helps teachers and students understand how language is used in everyday life. Where the Genre Based Approach focuses on the relationship between the language used and the context. Therefore, the Genre Based Approach focuses more on addressing writing skills. However, (Reza Atai & Bagher Khatibi, 2010) who investigate the impact of the Genre Based Approach on speaking and listening abilities. They found that using the Genre Based Approach on students' speaking skills can certainly help them improve their speaking skills, where their speaking skills become better.

It cannot be denied that when carrying out learning using this approach, educators also need media assistance, one of the media that can be used to carry out this learning process is Canva. Canva is a graphic design application that is used online to create various types of things. Some things that can be designed using Canva are posters, online books, presentations, videos, presentations, and many more. In learning, educators can use Canva to design teaching materials so that they look attractive to students. Therefore, it is hoped that using Canva can attract students in learning so they will improve their speaking skills because in this activity, students have to tell the story they read again.

This study aims to know the application of the Genre Based Approach

assisted by Canva in the learning process and to know how to improve speaking skills using the Genre Based Approach. This study can be beneficial because this study can increase knowledge and insight for teachers regarding learning techniques, especially in learning English and it also helps students to improve speaking skill. This study questions how you apply the Genre Based Approach assisted by Canva in learning? and to what extent do students' speaking skills improve by using the Genre Based Approach?

### **Speaking**

According to (Brown, 2004) speaking is a productive skill that can be observed directly which is followed by accuracy and effectiveness in speaking. Brown also said that speaking is a process of building understanding that involves creating, receiving, and processing information from the individuals involved. In research (Rahimy & Safarpour, 2012), speaking is the process of exchanging ideas both verbally and non-verbally, which is important in the learning process because students need to learn to communicate. So, when someone communicates with other people, an exchange of ideas occurs.

Speaking is also a complex skill where in speaking, a person needs to combine knowledge, pronunciation, grammar, and vocabulary in speaking. This is also conveyed by (Haryudin & Jamilah, 2018) if students want to say something, they need to think about those aspects. This is because speaking is a process of conveying ideas orally (Rosnija & Salam, n.d.). Therefore, students need to get used to expressing their ideas orally (speaking). This was also stated by (Haryudin & Jamilah, 2018) that speaking skills in English should be practiced a lot with the aim that students can master these speaking skills. Because, when someone talks to other people, they need to consider ideas, language, pronunciation, pronunciation, and how to listen well to the other person. According to (Leong & Ahmadi, 2017), speaking means conveying a message through words conveyed orally.

Based in (Brown, 2001), there are some speaking aspects that someone needs to pay attention to when speaking:

1. Pronunciation

Pronunciation is learned by repeating the pronunciation of a word with correction of incorrect pronunciation (Gilakjani & Sabouri, 2016). When students start to learn pronunciation, they have new habits and try to overcome the difficulties experienced when learning pronunciation. However, it should be noted that pronunciation also includes several aspects such as rhythm, phrasing, intonation, articulation, eye contact and body language (Fraser, 2001).

2. Grammar

According to (Purpura, n.d.) grammar can be interpreted as the rules used to create well-structured sentences according to the rules of English (grammar). According to (Harmer, 1998), grammar can form words into sentences with the correct rules. By constructing sentences with correct grammar, the meaning of the sentence is conveyed correctly according to the context.

3. Vocabulary

Vocabulary can be defined as knowledge of a word and its meaning (Alizadeh, 2016). (Turk, n.d.) also stated that vocabulary is the foundation of language learning. Because he has a large vocabulary. Then the person is able to convey his ideas using the right words. This vocabulary is very necessary because apart from communicating, vocabulary can also be combined with expressions which aim to create the right meaning for the listener ((*The Pronunciation of English A Course Book - Charles W. Kreidler*, n.d.).

4. Fluency

Harris and Hodges (1995) stated that fluency is a speaking ability that occurs automatically and occurs quickly. Where fluency refers to verbal delivery that occurs without interruption.

5. Comprehension

According to (Brown, 2004), comprehension is the correct use of language in terms of pronunciation, vocabulary and grammar. Comprehension in speaking ability can be interpreted as when someone is able to produce correct sentences related to good pronunciation, vocabulary and grammar. So, comprehension is important in speaking. Because, comprehension can help speakers and listeners to avoid misunderstandings in conveying information.

### Genre Based Approach

According to Hyon (1996), the Genre Based Approach is an approach that focuses on the relationship between text and its context which aims to help students become effective students in the world of education and non-education. (David & Rivera, n.d.) said that GBA focuses on the entire text rather than on the form of sentences one by one because basically GBA provides direction on the use of language with clear, gradual, repeated objectives, in order to pay attention to the context. Rusinovci (2015) also said that the Genre Based Approach is an approach that emphasizes the context of the written work. (Rival Prakoso et al., 2021) said that the Genre Based Approach is an approach that combines product and process approaches through learning stages. There are four learning stages in the Genre Based Approach, namely Building Knowledge of Fields, Modeling of Text, Joint Construction, and Independent Construction of text.

According to (Khatibi, 2014), the use of the Genre Based Approach on speaking ability has increased quite a lot, which is assisted by activities in class. This activity allows students to use what they learn by expressing it orally. Then, the Genre Based Approach was also proven to meet the requirements for instructional English learning. (Nathalia Graziella et al., 2023), also stated that using the Genre Based Approach helps students to speak well. Where each stage of the Genre Based Approach helps students understand the structure of the text and makes them better understand what they are saying.

## **Canva**

Canva is an online design application that is useful for creating presentations, posters, invitations, brochures, and much more (Haake, 2021; Bradley, 2015). According to Arunachalam & Munisamy (2022), Canva is a flexible application where teachers and students can adjust the learning process where it emphasizes communication between teachers and students. According to (Tanjung, 2019), Canva can be used in the learning process to make it easier for teachers to carry out learning activities. By using Canva, the learning process becomes more interesting, which can help students to understand the material being studied more easily and can increase students' learning motivation in learning.

This type of article is a classroom action research that was carried out in class XI PPLG 2 SMK Negeri 2 Semarang. According to (Nurhayati, 2016), classroom action research is a process of collecting information in the form of student learning outcomes based on students' progress and abilities in accordance with the competencies set in the curriculum. Based on Saputra (2021), the aim of holding classroom action research is to improve or increase the quality of learning carried out by a teacher. To implement classroom action research, of course teachers need to understand the characteristics of classroom action research. In this case, the teacher needs to pay attention to the learning process that has been implemented whether it has problems that need to be resolved. In this implementation, teachers need to reflect on themselves during the learning process where what the teacher does must have an impact on the participants.

Classroom action research is carried out in the classroom to maintain concentration in carrying out the learning process and finally, teachers need to be aware that classroom action research aims to improve the learning process. Therefore, it can be concluded that classroom action research is an effort to identify problems during the learning process and an effort to improve the learning process that occurs at the next meeting.

In this study, the problem that exists is that students' ability in speaking is still low. Therefore, the problem can be resolved by implementing Genre Based Approach assisted by Canva in the learning process.

## **2. METHODOLOGY**

This research was carried out at SMK Negeri 2 Semarang, specifically in class XI PPLG 2 in the 2023/2024 academic year, in total 35 students. This research used quantitative and qualitative methods, quantitative data obtained from students' skill scores, while qualitative data is a description of the learning process during action implementation. The research model was classroom action research which aims to improve the quality of learning in the classroom. According to (Nurhayati, 2016), classroom action research is a process of collecting information in the form of student learning outcomes based on students' progress and abilities in accordance with the competencies set in the curriculum. Teachers can implement this research by observing the problem in class that the students faced.

Classroom action research is carried out based on the results of observations of the learning process in the classroom. This classroom action research refers to Kemmis & Mc Taggart's theory, where there are four components, namely planning, acting, observation and reflection. These four components are viewed as a cycle.

### **1. Planning**

Based on the problem identification that has been carried out at the pre-cycle stage, there is a plan. All stages of action are detailed in the action plan. The planning step includes thorough preparation of all requirements for carrying out activities which include teaching materials/materials, learning plans which include teaching methods/procedures, as well as observation/evaluation techniques and tools.

### **2. Acting**

The action stage is the implementation of all previously planned plans. The stages that take place in this class represent the reality of all educational theories and learning

strategies developed previously. Researchers also conducted studies and observations of teacher actions during the action implementation stage.

3. Observation

Observation activities are carried out simultaneously with the implementation of actions. At this stage, data about the implementation of actions from the plans that have been made, as well as their impact on the learning process and outcomes are collected using observation instruments. This classroom action research was carried out collaboratively due to the presence of colleagues as observers and it was hoped that the observation activities could truly capture all changes in learning performance as a result of implementing classroom action research.

4. Reflection

The stage for processing data/input obtained when making observations is called reflection. The collected data is then examined, investigated and analyzed to determine the successes and shortcomings in the learning process carried out. The reflection process plays an important role in determining the success of PTK.

This study was done by using a speaking rubric that was made by Brown in 2004 that consisted of pronunciation, vocabulary, grammar, and fluency. It was because in this study, the students were assessed from their speaking skill by storytelling. Then, to get the students' score, the teacher used a score obtained divided by score maximum and multiplied by 100.

$$\frac{\text{Score Obtained}}{\text{Score Maximum}} \times 100$$

Score obtained is the score that the students get

Score maximum is the total scoring by all the maximum rubric scores.

To find out the students' average score, the teacher used this formula

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$  : average value

$\sum x$  : the sum of all values

N; total students

Then, to know whether the classroom action research that was done by the teacher was successful, it can be seen from the average value from the pre-cycle, cycle 1, and cycle 2. After that the teacher explained all the total scores obtained either individually by students or the average score obtained after the Genre Based Approach in an effort to improve students' speaking skills in classroom learning.

**3. FINDINGS AND DISCUSSION**

This research is used to improve students speaking skills by implementing Genre Based Approach assisted by Canva. It was because in the subject class, the students lack speaking skills and they have curiosity to learn about how to speak English.

**Pre-Cycle**

To know the students speaking ability before the implementation of Genre Based Approach, the teacher conducted a pre-cycle test. Here, the students were asked to share a narrative story that they still remembered. This activity produced the following students' speaking score.

*Tabel 1. Pre-Cycle Score*

No	Score	Student
1	100	0
2	80	5
3	60	10
4	40	20
5	20	0

From the students' score above, most of the students got 40. It meant that the students; speaking ability was low. It also calculated that the pre-cycle average was 55.3 and it categorized a low score. Therefore, the teacher should implement the planning.

**Cycle 1**

The teacher implemented the Genre Based Approach using canva in the cycle 1 where the teacher gave some examples and

the students were drilling about how to speak. In this cycle, the students were given a fairytale story and they had to finish the task that was to resume the story with their pairs. After that, the students could design their result using canva and share their result by presenting it in class and recording their voice. By the activity, it showed the following result

Tabel 2. Cycle 1 Score

No	Score	Student
1	100	0
2	80	20
3	60	15
4	40	0
5	20	0

From the result above, it can be seen that the students' score was increased where 20 students got 80 points and the 15 students got 60. If it was calculated to find out the average, it produced 60.06 and it was categorized as "enough" although it was still below the standard score. However, when the score was compared to the pre-cycle value with the cycle 1, it increased by 4.76 points. Even though it increased, the students still found it difficult to pronounce words correctly and they still stammered in sharing the story so it made their intonation monotonous. Therefore, this was one of the evaluation materials that will be improved in cycle 2.

### Cycle 2

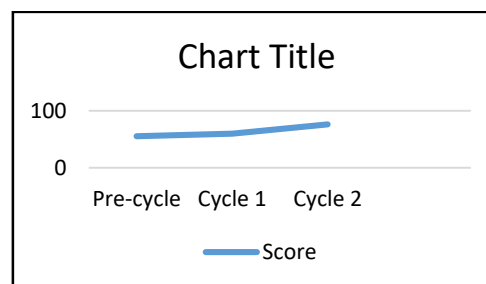
In implementing cycle 2, the stages carried out were still the same as the previous cycle. However, there were slight differences in the action stages due to improvements from the reflection results of cycle 1, so it can be concluded that cycle 2 is an improvement from cycle 1. In cycle 2, the students were asked to compose a narrative text by themselves and they also have to share it by storytelling and record their voice when they present it. But before they shared the story, the students had to design their story using canva to help them in telling the story they made in class.

Tabel 3. Cycle 2 Score

No	Score	Student
1	100	0
2	80	21
3	60	14
4	40	0
5	20	0

From the results in cycle 2 it slightly increased where 21 students got 80 and 14 students got 60. However, although the increase in the number of students who obtained a score of 80 was small, but the average in cycle 2 increased. It was because each student experiences an improvement in their speaking skills. If it was calculated, the average in cycle 2 was 76.3.

After implementing the treatment to improve students' speaking skills in XI PPLG 2, the teacher knew that there was an improvement, although not significant. To see the comparison, it can be seen from the diagram below.



Figur 1. Average Score

The diagram above shows that students' scores in speaking ability have increased in the implementation of the test in each cycle. During the pre-cycle implementation, the scores produced by students had an average of 55.3, where this result was still in the low category. Even though these results in the poor category, the teachers knew that improvement was needed. So, the teachers applied the Genre Based Approach assisted by Canva to improve students' speaking skills. The application of the Genre Based Approach assisted by Canva was implemented in cycle I which had an impact on students. The impact experienced was an increase in the students' speaking skill who previously received an average score of 55.3 to 60.06.

Then, in cycle II, teachers still applied the same things but there were improvements in the activity which had an impact on the students' results who obtained an average score of 76.3. So, it can be said that there was an improvement of students' speaking skills in each cycle by implementing a Genre Based Approach assisted by Canva. It was in line with (Khatibi, 2014; Nathalia Graziella et al., 2023) who said that Genre Based Approach can help students to have a good speaking skill. It was proven by the score of every cycle that was improved. Therefore, it can be concluded that Genre Based Approach can improve students' speaking skills by providing examples and training students in speaking during the learning process.

#### 4. CONCLUSION

Based on the results of classroom action research conducted in class Where in applying the Genre Based Approach, students can be given examples through various sources that are embedded in the use of Canva as a learning medium. The success that occurred in this research can be seen in the average score obtained in pre-cycle activities, namely 55.3, then at the end of cycle I activities, namely 60.06, and at the end of cycle II, namely 76.3. From these results it can be concluded that the application of the Genre Based Approach assisted by Canva can improve students' speaking skills in each cycle during the English learning process.

From the study that has been carried out, several suggestions have been obtained for teachers, and other researchers. For teachers, during the learning process, teachers can provide motivation to students regarding speaking skills which are beneficial for students later. Where teachers can also apply approaches and technology as a medium to train students' abilities. This is because students will be more interested in carrying out the learning process if educators can apply new things during the learning process. Then, the results of this research can be a reference for other researchers to be more creative in implementing a learning process that focuses on students' speaking abilities.

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