

## Improving English Speaking Skills in Asking for and Giving an Opinion Using Picture Series Media Through Genre-Based Approach (Gba) in Class X.4 Majoring Hospitality at Smk Negeri 6 Semarang in Academic Years 2023-2024

**Maria Ulfa<sup>1</sup>, Siti Musarokah<sup>2</sup>, Akhadun<sup>3</sup>**

<sup>1,2</sup> Pendidikan Bahasa Inggris, Program Profesi Guru, Universitas PGRI Semarang, l. Gajah Raya No.40, Sambirejo, Kec. Gayamsari, Kota Semarang, Jawa Tengah 50166

<sup>3</sup>Guru Bahasa Inggris, SMK Negeri 6 Semarang, Jl. Sidodadi Barat No.8, Karangturi, Kec. Semarang Timur., Kota Semarang, Jawa Tengah 50124

E-mail: [ifals388@gmail.com](mailto:ifals388@gmail.com)

### ABSTRAK

Tujuan dari penelitian ini adalah untuk memberikan gambaran umum tentang nilai dari gambar seri yang digunakan untuk meningkatkan kemampuan komunikasi lisan siswa dan untuk meningkatkan kemampuan mereka dalam mengkomunikasikan keinginan mereka untuk mengetahui pendapat orang lain. Meningkatkan kemampuan berbicara bahasa Inggris dalam mengungkapkan meminta pendapat adalah fokus dari penelitian ini. Penelitian ini dilakukan dalam dua siklus dan menggunakan media gambar berseri dengan pendekatan berbasis genre untuk siswa kelas enam di Sekolah Menengah Kejuruan (SMK) Semarang. Media yang sangat membantu anak-anak untuk melanjutkan ekspresi berdasarkan karya seni yang disediakan adalah gambar seri. Selain itu, karena proses GBA yang sesuai, Pendekatan Berbasis Genre secara efektif direalisasikan untuk membantu siswa dalam memahami buku. Peneliti menggunakan dua siklus penelitian tindakan kelas, dengan setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini kemudian menemukan bahwa beberapa siswa di kelas 9 mahir dalam menceritakan kembali dongeng karena media yang digunakan; media papan cerita dapat meningkatkan pengalaman berbicara siswa. Namun demikian, penelitian ini sampai pada kesimpulan bahwa menggunakan storyboard dapat menjadi alat yang berguna untuk membantu guru dan siswa dalam meningkatkan kemampuan siswa. Penelitian selanjutnya dapat dilakukan dengan menggunakan media storyboard dan pendekatan berbasis genre untuk membantu siswa memahami konteks subjek atau teks.

**Kata kunci:** *Kemampuan Menulis; Materi Meminta Pendapat; Pendekatan Berbasis Teks; Picture Series*

### ABSTRACT

The purpose of this study is to provide an overview of the value of image series that are used to promote students' spoken communication skills and to improve their capacity to communicate their desire to know others' opinions. Improving English speaking abilities in the expressing of asking for an opinion is the focus of this study. It was completed in two cycles and used picture series medium with a genre-based approach for sixth-grade pupils at Semarang Vocational High School. The medium that definitely helped the kids continue the expression based on the provided artwork is picture series. Additionally, because the GBA processes are appropriate, the Genre-Based Approach is effectively realized to aid learners in understanding the book. The researcher used two cycles of classroom action research, with each cycle consisting of planning, carrying out, observing, and reflecting. The study then discovered that certain students in grade 9 were proficient at recounting the tale because of the media used; the storyboard medium might enhance the students' speaking experiences. Nevertheless, this study came to the conclusion that using storyboards might be a useful tool for helping teachers and students both advance students' abilities. The next study might be made a reality by utilizing storyboard media and a genre-based approach to help students comprehend the context of the subject or text.

**Keywords:** *Asking for an opinion, Genre-Based Approach, Picture Series, Speaking Competence*

## 1. INTRODUCTION

Oral communication skills are needed in various life situations, both academic and professional (Basuki & Saputri, 2020). This helps them better understand language rules and automatically improves their overall language skills (Hafour & Al-Rashidy, 2020). Speaking is a skill that needs to be developed. In other words, good speaking skills play an important role in many aspects of life, including interpersonal communication, career, education and social interactions in general (Syafryadin; et al., 2019). Hasanah and Syafar (2021) conducted research that speaking proficiency is a process where students need to speak but must use English. They state that speaking requires interaction with one or more participants (Harmer, 2001:271 cited by Hasanah & Syafar, 2021), which means that effective speaking requires a lot of listening.

Through observations made during Field Teaching Practice (PPL) activities, researchers found obstacles or problems in class X of SMK Negeri 6 Semarang as the result of the dialogue which focused on the expression of asking for and giving an opinion. Seeing this, the researcher proposed or suggested using picture series media to encourage students to achieve speaking skills through the Genre-Based Approach syntax.

The picture series media provides an overview and assistance to students to develop words or sentences based on the situation illustrations given. According to Bruce (2011) in Hafour & Al-Rashidy (2020), picture series are used to convey stories through representational images that are not distracting. By Basuki & Saputri (2020) in their research, picture media (picture series) is a medium that is a reproduction of the original form in dimensional form, in the form of photos or paintings. Based on research written by Ramasari et al., (2021), picture series will make students in the teaching and learning process more imaginative and creative. The combination of

project-based learning and picture series has a positive impact on student learning. Asyrifah et al., (2021) assess that picture series help students think about how they understand a story from photo frames, which will improve their brainstorming skills.

English language skills include many different aspects, such as correct pronunciation, understanding grammar, appropriate use of vocabulary, and the ability to speak with the right intonation and vowel sounds for certain communication situations (Fitria et al., 2021) and (Huriyah et al. , 2020). And all companies currently only recruit people who speak fluent and accurate English (Sartika et al., 2022). Language knowledge is considered theoretical rather than applied such as language performance (Hayati, 2020). Accuracy consists of the use of vocabulary, grammar, and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously (Parmawati & Inayah, 2019). For the assessment, the assessment was carried out by Zaim et al., (2020), for Assessing speaking skills, authentic assessment is an appropriate method for measuring students' ability to communicate orally in the language they are learning.

Regarding students' speaking skills, the material taught is asking for and giving an opinion where students are asked to compose dialogue or conversation texts. The researcher's opinion is that this material is important for students to teach and know. The material of asking for and giving an opinion is an important aspect of communication in various contexts, whether in casual conversations, business meetings, academic discussions, or decision-making processes.

The use of picture series media has supported problem-based learning or contextual learning where students in class are given activities that encourage them to talk. Students are actively involved, learn

from the real world, and learn from each other in the teaching and learning process. Students learn material in a specific context, which helps strengthen memory (Jubhari et al., 2022).

Images provide visual context for language learners, making it easier for language learners to understand and remember new words and phrases. When students can associate words with images, this helps them understand the meaning more quickly (Hakim, 2022). Pairing text with images can help students remember vocabulary, grammar rules, or content more easily (Hassan et al., 2021). Students tend to be more motivated when presented with visually attractive content (Hamer & Rohimajaya, 2018). Additionally, Pictures can introduce students to new vocabulary in a natural and memorable way: Associating words with pictures can help expand vocabulary quickly (Hassan et al., 2021).

In learning situations that encourage students to have speaking skills, the Genre-Based Approach is used as a language learning syntax because this approach is suitable in the language learning sequence. . The GBA-based approach not only has a significant effect on the development of students' and teachers' skills, but also has an effect on improving language skills through understanding various different types of projects (Daniarti et al., 2020).

Apart from that, according to him, there are 4 processes in using this learning model: mentioned by Tachia & Loeneto (2018), the first step taken is building knowledge about the field or Building Knowledge of the Field. This stage is also known as preparation for entering a new topic of text by identifying the topic. The second step is text modeling or Modeling of the Text. At this stage, examples of texts will be presented to students to familiarize them with the type or genre of target text, especially those related to the linguistic characteristics and organization found in that genre. The third step is the

general construction of the text to strengthen students' confidence in their production skills or Joint Construction of the Field. This leads to the teacher's efforts to group students so they can work together. The final stage is independent construction or Independent Construction of the Field. At this stage, student achievement will be measured to obtain information about the results.

This study shows that learning with picture series significantly improves students' speaking skills and encourages creativity and critical thinking (Ramasari et al., 2021). Based on the investigations and theories above regarding the use of picture series media in English language learning, the researcher wants to conduct case-based research on the use of picture series media as an effort by teachers to encourage students to improve their speaking skills in English language learning on asking for opinion material. (drafting dialogue) through a Genre-Based Approach.

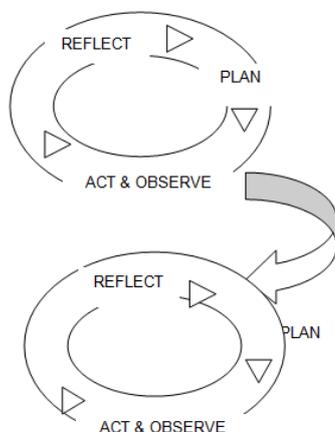
#### **ARTICLE TYPE**

Classroom Action Research (CAR) is a research method commonly used by teachers to improve their teaching in the classroom. CAR usually occurs in several cycles in which teachers identify problems or challenges in their teaching, plan corrective actions, implement those changes in the classroom, and then evaluate the results. Therefore, teachers must master and develop three career fields which are increasingly complex along with developments in science and technology. One of the skills that teachers need to have is conducting classroom action research to measure learning improvements by recommending a number of treatments to improve student learning processes and outcomes.

CAR is often 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 description of the cycle above provides an overview of CAR developed by McTaggart (1999), where researchers from the start must prepare a design or preparation that is used to contain solutions to problems that arise. On that basis, the tools or models used must be planned during implementation and observation; act is a step that allows researchers to design an action on a problem raised in class and then observe the potentials that describe this development. And finally, reflect or reflect on the steps taken in class.

Researchers have the opportunity to complete cycle 2 development if they feel or assess that cycle 1 thinking does not emphasize the use of media, models or techniques used. And in cycle 2, researchers must continue as they did in cycle 1 to carry out development.

## 2. RESEACH METHODOLOGY

To improve the learning experience in the classroom, the research used is Classroom Action Research. In this research, the CAR method developed by Kemmis & Mc was

used. Taggart, with four components: planning, implementation, observation and reflection. The target subjects in this research were students in class X 4 Hospitality at SMK Negeri 6 Semarang for the 2023-2024 academic year.

The data sources for this classroom action research were all students who were research subjects, especially class to obtain objective data, interviews, classroom observations and tests are needed. They were 36 students of class X.4 of SMK Negeri 6 Semarang.

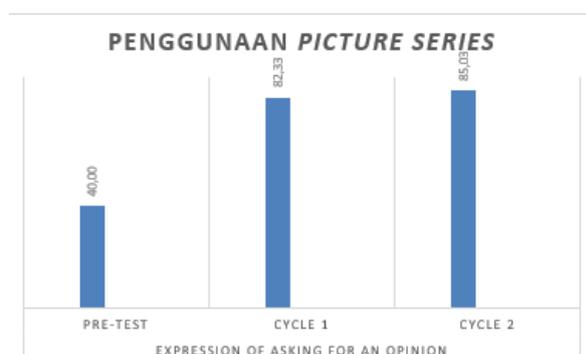
In this case the researcher applied the average value to analyze quantitative data. By average, it meant the average of students' speaking scores. The score was then calculated by adding up all the scores and dividing it by the number of students in the class. The average score was called empirical because it was obtained by taking into account the overall class score. This value must be above the ideal average to determine good performance of the participant group.

Indicators of the success of this research would be calculated and evaluated based on several criteria: process assessment criteria and student learning outcomes. These criteria were considered complete if the student's learning level in the material stating the demands and opinions in class X.4 exceeds 75.

## 3. FINDINGS AND DISCUSSION

The findings put forward by the researcher in the case summarized in class regarding learning English in the realm of speaking skills through the topic of asking for and giving an opinion using a picture series was evidence of the pretest results which still showed a score below the KKM. The research resulted per cycle were as follows:

**Table 1: The Result of Students' Speaking Performance at class X.4**



According to the findings presented in the table above, the students' skill scores at the beginning before the use of picture series media only reached a class score of 40.00, so researchers need to make improvements in learning in cycle 1 by using picture series media through the Genre-Based Approach (GBA). ). However, there were several elements that were still considered lacking by researchers, so learning was carried out again using picture series media in cycle II using the same media, namely GBA.

### Pre-cycle

Pre-cycle is a series of activities at the beginning before the use of media or approaches applied in research in English language learning. In the preparation phase, the teacher prepared learning tools starting from modules, teaching materials and teaching aided that would be used before carrying out the lesson. July 24 2023 was the first week after the Introduction to the School Environment (MPLS) activity so teachers could use this session to carry out cognitive and non-cognitive (related) diagnostic (learning style) assessments of students in the form of data. Students were also required to create a learning contract which functions as a guide in carrying out learning activities. Therefore, the teacher wanted to create a good and conducive learning environment so that the learning process took place safely and comfortably.

At the do or implementation stage, at this stage the teacher took practical action in the form of interesting learning outcomes and invites students to participate in these activities. Through a completion or implementation mechanism, the teacher provided a pre-test or exercise to measure and learn how ready the students were before providing complete material. The pre-test was a basic speaking exercise based on the expression text asking for and giving an opinion, where students would be asked to independently demonstrate an expression of asking for and giving an opinion.

At the observation stage, assessments that asked students to demonstrate speaking skills independently in spoken text in the text did not show results that were fully in line with the learning objectives. The learning objective intended for this unit is for students to be able to communicate or present expressive writing by asking questions and giving opinions by paying attention to social functions, text structure and linguistic elements. Observations showed that 36 students in the previous test had speaking deficiencies, where students still had difficulty continuing the story asked, their vocabulary was small and their expressions were less than optimal. The results of the table presented above provide the conclusion that a number of students needed appropriate guidance to achieve a score above the KKM, namely 75.

In reflection syntax, the reflection showed problems or incompetence in the student's skill areas which should demonstrate the elements of speaking: fluency, vocabulary, grammar, and sound pronunciation due to the learning experiences they experienced in class at the junior high school level. To think, teachers should provide appropriate means or methods to reduce errors in certain aspects of speaking skills and at the end of the learning process, students could achieve the learning goals that had been set.

The picture series media 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 this media was quite helpful in learning language or texts so that speakers were able to speak fluently.

### **Cycle I**

Cycle I was used to report the teacher's efforts to improve the skills concerned by applying methods or methods that suit the student's personality, preparation and subject difficulty. Planning for the first cycle of teaching expression texts asking and giving an opinion, namely by using picture series material (story pictures): By reading pre-cycle reflections on the results obtained, the researcher intended to plan learning through picture series using a genre-based approach (GBA). Pay attention to the media used in the picture series because this media had a role and function in helping students remember what they would convey through the images in question; where the researcher would later test students by providing only the intended image and then students would prepare themselves thoroughly in advance to complete the intended task.

This plan was then reinforced with several questionnaires distributed to students, where the media that was originally planned, namely the picture series media, gave a positive impression. The following were the results of the student questionnaire sent on September 20 2023:

"I learn a text or language more easily if the teacher gives me pictures so I can remember the important points more easily" (Student 1).

Likewise, the following response from Student 2 regarding the use of picture series media for learning English:

"If I have an idea when I speak, I feel more confident" (Student 2)

Two students representing researchers carried out learning about the expression text asking for and giving an opinion using the support of picture series media.

Building Knowledge of the Field (BKoF) was the original syntax of learning texts where students learned why and how learning language texts was important for understanding and performance; Modeling of Text (MoT) was the second syntax that was applied to provide initial capital for students to become familiar with various forms of text (spoken or written) or (audio or visual) through many different sources; The third syntax was Joint Construction of the Text (JCoT). Researchers in this series created opportunities for students to jointly realize their learning styles (collaboration) through composing texts with teacher support; and the last one was Independent Construction of Text (ICoT), researchers in the last case gave students the freedom to write the text in question independently without the help of the teacher.

The above actions were consistent with several previous studies (Tachia & Loeneto, 2018); (Artini et al., 2019); (Daniarti et al., 2020) where the acquisition of GBA syntax had a significant impact on students when constructing several ideas or sentences.

Here were some responses that can be justified:

"Teachers teach appropriate English learning techniques or methods; I was taught to speak by following lessons in class first." (Student 3)

In learning using picture series media according to the GBA method, researchers ensure that there is harmony between media use and what students feel.

The first meeting occurred with the BKOF approach; Students were introduced to a number of theoretical approaches to understand why they required to study the expression text asking for and giving an opinion (English), including the transmission of social functions, how the text was

structured (text structure) and what elements looked-for to be understood and applied when composing a text. dialog. Continuing the second syntax, namely MOT, researchers in this syntax exposed several methods of expression text asking for and giving opinions starting visually (PPT, printed documents, documents for students or books); audio visual (YouTube) also presented a variety of expression text content from a number of sources. At this meeting and syntax, the use of picture series media facilitated was introduced to provide a clear and directed formation to the text in question. With the help or means of the teacher, he specifically provided notes on the use of linguistic elements. Next is ICoT, where students were given time, as a form of learning experience, to compose text independently using only the picture series media that had been distributed. The role of the teacher was not as important as JCoT syntax, but the teacher still provided simple instructions if students felt there were obstacles in arranging sentences into paragraphs, especially in the linguistic elements of text, simple expressions of asking and giving an opinion.

In the observation stage of cycle I, observations in cycle I described and validated how learning activities took place by applying the GBA method through picture series media in English subjects with the topic of expression text asking for and giving an opinion. The researcher believed that the GBA method was suitable and appropriate for encouraging and creating conducive conditions for students to write. Further observations revealed that in the second syntax, especially MOT, where the teacher provided various resources with different content to equip students with different learning styles and the method of delivering the material did not only focus on the student's voice. Teacher but presented in text form text to PPT and audiovisual from YouTube media. Assessment of aspects of verbal expression utilized picture series

support was carried out by the teacher at the end of the second lesson, where students practiced each simple dialogue topic of asking for and giving an opinion using broadcast support or given assignments to students in the previous lesson. The table resulted presented above allow the students to conclude that some of them experienced changes in their speaking proficiency results; Some students' scores improved quite significantly, but there were still some students who still required support in the elements of fluency and pronunciation.

Through the GBA method and the use of picture series media, many students expressed growth or progress as a result of the learning experiences they achieve. Even though some questions displayed improvement and others did not show improvement, the researchers concluded that cycle II was needed to further encouraged students to achieve higher KKM scores. Even though the overall passing score was only 82.33, cycle II was required.

## **Cycle II**

Cycle II was a follow-up activity to improve students' speaking skills in asking for and giving an opinion texts for students who possessed not yet achieved the specified score, namely above the average score of 75. The plan in cycle II focused on strengthening and adding scores for students who had not yet achieved established goals; The material and approach remained the same as in cycle I planning, namely the use of picture series media and the GBA method.

During the implementation of this learning cycle, several corrections and reviews would be emphasized on the application of speaking elements; This was done to improve what was recorded in cycle I. Fluency and pronunciation were the main focus of Cycle II. Appreciations to the GBA syntactic mechanism, this cycle teacher provided an introduction at the beginning of cycle I, where initial text learning was

introduced with orientation or BCoF which emphasized reviewing the reasons why it was necessary to study the text, how was the expression asking for and giving an opinion structured and what was it? The inclusion of linguistic elements, writing or presenting expressions asking for and giving an opinion. Next was Text Modeling, the teacher in this syntax repeated the activities of cycle I but with a different approach or axis, namely emphasizing the aspects that were improved in cycle I. The application of JCoT in using picture series media then provided an understanding of which ones must be supported. student. In groups, discussed the description of the story and paid attention to the social function, general structure, and linguistic elements of the expression asking for and giving an opinion with the help of the teacher. With ICoT syntax, students were more confident and confident in correcting missing text to be ready for presentations. In this syntax, the role of the teacher was also less important than in cycle I because students were used to a regular and enjoyable work schedule.

Observations were carried out to monitor the development of students' speaking skills in the expression of asking for and giving an opinion based on the GBA activity program using picture series media. Some progress was seen in students who were weak in several areas of fluency and pronunciation in cycle I. From the scores obtained in the table above, it could be said that there were several significant changes in several speaking factors as evidenced by the final score of 85.03. Indeed, the role of teachers and media had been optimized to achieve grades according to schedule.

The GBA syntax and picture series documentation in this implementation were found to have a significant impact on students according to classroom observations during practice and several interviews with students and teachers, department members. The results of this research could be seen in the

attachment. In theory and previous research, the use of picture series by several researchers shows that this media aided students absorb text more easily (Basuki & Saputri, 2020); (Ramasari et al., 2021); (Asyrifah et al., 2021); (Daniarti et al., 2020).

This reflection brought together various information from the implementation of cycle II with many changes that occurred, although there were several edits and suggestions that were considered minor for students who really had difficulty expressing themselves. Overall, from this reflection it could be concluded that there was a significant increase when students achieved a benchmark score higher than the predetermined KKM, namely 85.03.

#### **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 X.4 students in the Hospitality Department improved with the use of Picture Series media. This increase was proven by the evolution of the mean value since the pre-cycle period, period I and period II. The average pre-test score was 40.00. Then it increased to 82.33 in cycle I and 85.03 in cycle II. Therefore, it could be concluded that the use of Picture Series media through text-based learning/GBA could possibly improve students' ability to speak text expressions asking for and giving an opinion.

From the results of the research that had been carried out, several suggestions had been obtained to make learning enjoyable and objective: In teaching materials that built speaking skills, teachers or educators should utilize supportive and interactive facilities from the start to achieve appropriate learning objectives. Researchers advised teachers to implement learning media in the form of picture series in language or text learning using a genre-based approach (GBA), because by using this media students would be more easily understand the meaning of the history being taught. Students who learnt texts or

foreign languages would find it easier to grasp the intended meaning with the right media and a learning approach with the right syntax. Therefore, researchers suggested that students reflect on or strengthen the material by means of accentuation.

This research prioritized the effectiveness of using learning media in the form of picture series with a genre-based

approach (GBA) which was considered effective in encouraging more accurate language learning. The researcher then recommended to both readers and researchers to use a text-based approach and picture series media in the future so that they could have an impact and influence on research topics in the classroom.

## REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan* (Ed.Rev.201). PT Rineka Cipta.
- 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>
- 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>
- Fitria, A., Dwimaulidiyanti, A., & Sapitri, S. N. M. (2021). the Implementation of Cake Application in Learning English. *Proceedings International Conference on Education*, 118–123.
- 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>
- Hakim, L. (2022). Improving Students' Ability in Writing Descriptive Text through Picture-Aided Learning Strategy. *Angewandte Chemie International Edition*, 6(11), 951–952., 8(2).
- Hamer, W., & Rohimajaya, N. A. (2018). Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English. *Journal of English Language Studies*, 3(2), 167.  
<https://doi.org/10.30870/jels.v3i2.3875>
- Hassan, M. A., Habiba, U., Majeed, F., & Shoab, M. (2021). Adaptive gamification in e-learning based on students' learning styles. *Interactive Learning Environments*, 29(4), 545–565.  
<https://doi.org/10.1080/10494820.2019.1588745>
- Hayati, R. (2020). Linguistic Competence and Speaking Performance of English Education Study. *English Community Journal*, 1(2), 11.
- Huriyah, L., Nuriawarti, F. A., Zahro, S. F., & Hardini, W. A. (2020). Peer Dialogue as an Effective Way for Teaching Speaking: Indonesian EFL Students' Voices. *Advances in Social Science, Education and Humanities Research*, 434(Iconelt 2019), 235–237.  
<https://doi.org/10.2991/assehr.k.200427.046>
- 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).

- Namazandost, E., & Nasri, M. (2019). The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students. *Journal of Applied Linguistics and Language Research*, 6(3), 1–17. [www.jallr.com](http://www.jallr.com)
- Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through English movie in scope of speaking for general communication. *Eltin Journal : Journal of English Language Teaching in Indonesia*, 7(2), 43–53.
- 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>
- Sartika, W., Tahrin, & Magdad, H. (2022). The Influence of Task-Based Learning Approach and Self-Confidence toward Students' Speaking Ability at SMA N 4 Palembang. *Journal of Applied Linguistics and Literacy*, 6(1).
- 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.
- Zaim, M., Refnaldi, & Arsyad, S. (2020). Authentic assessment for speaking skills: Problem and solution for english secondary school teachers in Indonesia. *International Journal of Instruction*, 13(3), 587–604.  
<https://doi.org/10.29333/iji.2020.13340a>