

**THE USE OF STORYBOARD: PROJECT-BASED  
LEARNING IMPLEMENTATION IN TEACHING  
SPEAKING TO THE 10<sup>TH</sup> GRADE STUDENTS OF SMA  
PLUS NEGERI 2 BANYUASIN III**

**A Thesis By**

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**Language and Arts Education Department**



**FACULTY OF TEACHER, TRAINING, AND EDUCATION**

**SRIWIJAYAUNIVERSITY**

**PALEMBANG**

**2020**

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## DECLARATION

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Certified that Thesis entitled “The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking to The 10<sup>th</sup> Grade Students of SMA Plus Negeri 2 Banyuasin III” is my own work and I did not do any plagiarism or in appropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, August 2020

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## DEDICATION

This thesis is dedicated to:

My beloved and lovely family, my mother (Hamidah), my father (Sutrian), and my only little sister (Dwi Marwanti), and my lovely cousin (Wanda Septasari) who always there and support me, thank you for being a supportive, caring, and loving family. To my supportive friends who always talkatively support, motivate and guide me, Siti Yuni Anggraini, Intan Widya Ningsih, Indra Suryani, Sindy Ervita, my members of beloved Goat Family (Bolivani Novrianti, Yara Fitriani, and Dwi Raranisa), and to every member of *group* "SEMNAS AUGUST 2020", who always cheers me up and motivates me throughout the time.

### MOTTO:

*"The Best Human is The Most Beneficial to Human Being"*

(HR. Ahmad, ath- Thabrani, ad-Daruqutni. This hadist is assigned by al Albani in Shahihuln Jami no: 3289)

## ACKNOWLEDGMENTS

This thesis was written to fulfill one of the requirements prescribed for the Undergraduate Degree (S-1) at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education of Sriwijaya University. All praise is addressed to Allah SWT for His merciful blessings so the writer could finish this thesis as the final assignment of her study.

The writer would like to express her deepest appreciation and gratitude to her advisors, Erlina, S. Pd., M.Pd., M.Ed and Hesti Wahyuni Anggraini, S.Pd., M.Pd who always help, give advice, comments, suggestions, and support in the process of writing this thesis. The writer would like to express her gratitude to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Prof. Sofendi, M.A., Ph.D, the Head of Language and Arts Department (Dr. Didi Suhendi, M.Hum), the Coordinator of English Education Study Program (Hariswan Putera Jaya, S.Pd., M.Pd) and the administrator of English Education Study Program (Nopieghtrie, S.P.) for her assistance in helping me in the administrative matters.

However, the writer realizes that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, 15<sup>th</sup> of August 2020

The writer,

A handwritten signature in black ink, appearing to read 'Desi Ramasari' with a stylized flourish at the end.

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## **ABSTRACT**

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In the 21st Century, learners are demanding to stay competitive in the learning process. Then, Project-Based Learning is one of the learning methods that can be implemented and helpful for students. This study was aimed to examine whether (1) there was a significant difference in students speaking achievement of the tenth-grade students of SMA Negeri 2 Banyuasin III before and after they were taught through Project-Based Learning method, (2) there was a significant difference in students' speaking achievement of 10th- grade students of SMA NEGERI 2 BANYUASIN III between the experimental group taught through PBL and the control group who were not, and (3) to know students' perspectives using Project-Based Learning method. This study applied the quasi-experimental design. The subject of this study was 63 students of tenth-grade students of SMA Negeri 2 Banyuasin III. The techniques of collecting the data were pre and post speaking tests and questionnaires for the experimental group. Meanwhile, to analyze the data, the researcher used pair sample t-test and independent t-test. The result showed that Project-Based Learning using storyboard has significantly improved the students' speaking achievement with significant value (2-tailed)  $0.000 < 0.05$ . It means that Project- Based Learning can be a useful and alternative learning method for students to improve their speaking achievement. Moreover, PBL can make students active, creative, innovative, and think critically in learning.

**Keywords:** *Project-based Learning Method, Storyboard, and Speaking.*

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# CHAPTER I

## INTRODUCTION

This chapter deals with the introduction which are divided into four parts: (1) background, (2) research question, (3) the objective of the study, and (4) significant of the study.

### **1.1 Background**

In this modern era, education 4.0 is one of the buzzwords among educationists. Education 4.0 responds to the need for industrial revolution 4.0 (IR4.0), where educators, students, and technology should contribute to improving learning management. Fisk (2017) stated that learners learned not only about skill and knowledge but also about how to manage their creativity in the learning process. Moreover, in education 4.0 era, learning management can improve students' ability to apply new technology and make them know what situation they are facing in the learning process. Therefore, Education 4.0 has a positive effect on society, especially for learners, they should prepare themselves for being ready to encounter the new learning system in the 21st Century.

The demand for 21st-century skill is the learners can stay competitive in the learning process. According to Applied Educational System (AES, 2018), there were 12 skills that students should have in the 21st Century, such as critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skill. Each 21st-century skills have been included in one of three categories: learning, literacy, and life skills. Learning skills (the four C's; critical thinking, creativity, collaboration, and communication) taught the learners the mental processes necessary to adapt and enhance a modern working environment. Literacy skills (IMT) focuses on how learners can discern facts, publish outlets, and technology.

Moreover, there was a dominant focus in identifying reliable sources and factual data to distinguish it from the misinformation flooding the internet. The last Life skills

(FLIPS) was one of the skills that we took a look at intangible elements of student's everyday life. These intangibles focused on both personality and professional qualities. Therefore, all of these categories covered all the 21st Century skills that contribute to the student's future career and learning process, especially in learning language.

The most challenging skill in learning a language was communication. A learner was demanded to become a good English speaker with many people all over the world. Communication is a part of speaking skills that can be used to share and elaborate ideas in learning the language. Generally, speaking was an essential skill in the English language that people used for communication in different functions and purposes. Kayi (2006) adds that learning speaking was beneficial for students because they can express themselves and learned how to communicate effectively in society. Besides, according to Bygate (2001,p.4), speaking was one of the essential skills in developing communication skills. Therefore, learners should have good communication skill in learning a language.

Despite the importance of speaking, Indonesian students still had difficulties in English. The English Proficiency Index (EPI) 2018, showed that Indonesia was in the 51st rank of 88 countries with a score of 51, 58 in the world. In Asia, Indonesia is in the 13th rank from 21 countries. Besides, according to Educational Assessment Center (PUSPENDIK, 2019), the result of a national examination of Senior High School, especially in English lessons for science students, was 52,37 and 43, 56 for social students. In province level, South Sumatera was in the 11th rank out of 34 provinces with an average score of 46, 92 for science students, and 39, 49 for social students. In Banyuasin, the English lesson's average score is 41, 63 for the science students, and 38,18 for the social students. It meant that the English proficiency of the Senior High School students was still low because it was still under the passing grade, which is 5, 5.

Students still have a low ability to communicate using the English language, especially in speaking. In mastering speaking skills, learners need to have useful vocabulary, grammar, and practice. Besides, learners need to know how to make a

sentence, and they should be able to pronounce the word correctly. Otherwise, learners cannot improve their speaking ability. Brown (1994) stated that one of the problems that make students afraid of speaking was anxiety. They were afraid of making a mistake. They felt shy and unconfident in speaking English in front of the classroom. According to Tambunan, Rosmalina, and Erlina (2017), the biggest problem faced by the students was that the teacher used the textbook, and they did not use the right media in the learning process. They just concerned about theory without practice speaking in the learning process. As stated by David (2003), by practicing the language, the student could discover many topics and learn best when active. Therefore, students should improve their fluency in speaking English.

It is similar to a study conducted by Dewi's (2016), four problems made students were failing in speaking English: First, the students did not have enough time to practice speaking English. Second, the student lacked vocabulary. Third, the students were not interested in speaking. Fourth, the students cannot find the connection between the material they learned at school and their daily life. They were not able to relate academic content in real life because some of them learned a language just for the test, not for what they needed in a real situation. Therefore, they lacked interest in learning English. It made them have low achievement in English.

Based on an informal interview with one of the English teachers in SMA Negeri 2 Banyuasin III, there were five problems that the students faced in speaking English. First, the students did not have many vocabularies, and they preferred to be silent at school. Second, the students mispronounced the word. Third, the students did not use the correct grammar when speaking; they got confused about what tenses they should use in speaking. Forth, the student was passive in speaking English because they did not commonly use English in and outside the school. Last, the students were not confident in speaking English in front of their friends and teacher because they were afraid of making mistakes. Moreover, according to the result of the informal interview

with students, they had some problems in speaking, such as pronunciation, grammar, vocabularies, sentence building, and developing an idea for speaking.

To overcome the problems, many kinds of strategies and methods should be applied in teaching English speaking. Project-Based learning is one of the alternative strategies for improving speaking skills. Project-Based Learning is a modern approach used to design and create learning processes for learners at different levels and contexts (Friend-Booth 2002). Through the Project-Based Learning method, the students did some projects to solve the problem with a limited amount of time, so they were creative in doing the project. Due to the desired changes in the environment, organization, expertise, and attitude of people, the goals or problem analyses need to be planned and managed. A new, complex task or issue involves a project. It must complete at a point in time determined in advance. (Hanardi, 2015). In other words, Project-Based Learning was the learning strategy that used the project or activity as a meant in the learning process to make students more active, creative, and critical thinking to develop knowledge and skill.

Moreover, according to Stix and Hrbek (2006), there were nine steps of Project-Based Learning: First, the teacher sets each student's position based on the real-life project that they did with their friends. Second, take on the role of project designers, the students took the role in designing their project. Third, discuss and accumulate the background information; the students did discuss and accumulation all the information that they needed in their projects. Forth, negotiate the criteria for evaluating the projects, the teacher and students decided which criteria they used in their project. Fifth, accumulating the necessary material, the students accumulated the materials necessary for their projects. Sixth, creating the project, students worked on preparing the project's sketches until the projects finished. Seventh, preparing to present the projects, the students in each group prepared for the final stages, discussing whether they had to rehearse the presentations or only show their written project. Eighth, presenting the projects, during the presentation, the students became aware of how they delivered their

project in front of the teacher. The teacher observed how interested they were in delivering their projects. Ninth, reflecting on the process and evaluating the projects, the teacher observed and evaluated the student's project. From those steps of Project-Based Learning, the students can use four skills in learning English languages, especially speaking skills. Besides, the teachers also have to encourage the students to involve activities in the classroom, especially in speaking time, and teachers should teach exciting and innovative ways to do students more active, creative, and critical thinking in speaking English.

More importantly, Project-Based Learning has been elaborated in detail and applied to various school subjects and learning situations. As a result, many researchers have applied Project-Based Learning in their research. Some of the researchers have been successful in using Project-Based Learning. There were some researchers used Project-Based Learning in their research: First, research conducted by Permatasari (2013), she found that the teacher has a significant role in changing the strategy in teaching using Project-Based Learning. The students gave a positive response to Project-Based Learning. The result showed that 85 % of them could participate in group discussions, and 85% could pass the KKM. Therefore, applying a Project-Based Learning method in speaking skills can help the teachers improving their teaching and learning strategies. Second, research conducted by Maulany (2013) showed students' positive responses to the PBL technique in class. The PBL method could have significant pedagogical implications and could be a practical technique if it carefully planned to teach speaking skills among students. The last, the survey conducted by Shokri (2010) showed that the learners had a positive attitude toward the project. He identified that a large percentage of the learners prove that the use of Project-Based Learning can improve learners' communicative competence and self-confidence.

The teaching speaking for English subject was outlined in the Indonesian school curriculum 2013. There were three kinds of texts that tenth-grade students should learn.

One of them was the Narrative text. The Narrative text was one of the texts that can help the student organize their idea and explore new ideas and experiences. Creating the stories in writing and speaking forms were necessary for the students to express themselves in a communicative and interactive setting. Moreover, the Narrative text can also imply the students actively included in the story- building activities.

Referring to students' problems that the students of SMA Negeri 2 Banyuasin III faced in learning speaking, the writer applied storyboard as one way to implement the Project-Based Learning method in improving students speaking achievement. A Storyboard was an alternative way that the teacher can use to improve student speaking achievement. According to Nordin, Ibrahim, Jing & Syah, (2016), the storyboard was a graphic illustration that helped visualize concepts. The storyboard had many benefits for learners as; it provided a chance for early feedback; it allowed a quick examination of the structure of what has been developed, arranged, added, and removed items. Moreover, Glebas (2009, p. 47) stated that the storyboard was a plan for that story's visualization. It meant that the storyboard was a way to make a story look real by visualizing it in a picture form based on a set of plans.

Using the storyboard project, the teacher observed the students' creativity through the storyboard. Related to Puspita (2020) result in Sriwijaya University, the implementation of Project-Based Learning using storyboard in reading narrative text has beneficial effects as a technique in teaching reading comprehension. According to Sausa (2012), creativity was a process that creates newness, which was beneficial, sustainable, or satisfying for people. Moreover, using the storyboard as an implementation of Project-Based Learning, there were certain advantages can be gained by the teacher and students. For example, by using a storyboard, students expressed the meaning of the story in chronological order. They demonstrated their understanding of the material by retelling the story by recreating the story through a combination of words and images. Therefore, using a storyboard was an effective way to enhance the speaking ability of the students. They told the narrative text quickly by

showing the storyboard that they had made. The students did not memorize all the word by word from the text because they could tell the text's sequence. They were considering the contribution of Project-Based Learning in teaching speaking skill. The writer conducted a study on the use of storyboard as the implication of Project-Based Learning (PBL) to improve the students' speaking achievement of SMA NEGERI 2 BANYUASIN III.

### **1.2. The Problems of the Study**

The problems of this study are:

1. Is there any significant difference in speaking achievement between before and after the 10th- grade students of SMA NEGERI 2 BANYUASIN III are taught by storyboard as the implementation of the project-based learning method?
2. Is there any significant difference in the speaking achievement of the 10th-grade student of SMA NEGERI 2 BANYUASIN III between the experimental group who are taught through PBL and the control group who are not?
3. How are the students' perspectives on PBL in Learning speaking?

### **1.3 The Objectives of the Study**

Based on the research question above, the object of this study is to find out:

1. There is a significant difference in students' speaking achievement of 10th-grade students of SMA NEGERI 2 BANYUASIN III before and after they taught through Project-based Learning.
2. There is a significant difference in students' speaking achievement of 10th- grade students of SMA NEGERI 2 BANYUASIN III between the experimental group taught through PBL and the control group who are not.
3. To know students' perspective of the 10th- grade students of SMA NEGERI 2 BANYUASIN III on the use of PBL in the learning process by filling out a questionnaire.

#### **1.4 Significance of the Study**

This study gives a positive contribution to how Project-Based Learning can improve learner speaking skills. Moreover, it can also guide the teacher to the practice of how to improve the students' achievement in speaking skills. Besides that, the study finds are expected to make a meaningful contribution to teachers and students. For the teacher, the finding is expected to provide an effective way or technique for teaching students to be able to communicate using the English language. Meanwhile, for the students, they hope that they can get a new strategy and variation in their learning activities that can help them improve their speaking skills. Furthermore, this study hypothesizes that the use of project-based learning can promote learners' speaking skill.



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