USING STORYBOARD AS TRANSMEDIA TO IMPROVE STUDENTS' SPEAKING ABILITY OF 11th GRADE MAN 4 BONE

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Article Info	Abstract
	This study aims to improve the students speaking' ability through storyboard as transmedia. This research used true-experimental research. It consisted of three steps, they were pre-test, treatment, and post-test. There were 64 students of MAN 4 Bone involved in this research. The test was an oral test which consisted of three pictures for pre-test and post-test. The findings indicated that using storyboard as transmedia is significant in improving students' speaking ability. The difference in pre- and post-test mean scores between the experimental group and the control group served as evidence for this. Prior to and following treatment, the experimental mean score increased from 45.48 to 73.06, and in Before and after treatment, the control group (45.45 became 63.93) with percentage improvement both the experimental group (60%) and the control group (40%) improved. Moreover, the findings revealed that P-*value* score was (0.000) with the level significance 5% (0.05). It can conclude that p-value (0.000) < *sig* α = (0.05,5%). Thus, it proved that using Storyboard as transmedia Improve Students' Speaking Ability of 11th Grade MAN 4 Bone

INTRODUCTION

People, as social beings, continuously interact and communicate with one another. The first method of interaction and communication is to speak. In this case, people Express their ideas and communicate their desires verbally. That is why speaking is so important, especially speaking English. According to Aye and Phyu (2015: 1), in this globalization era, we require effective English-speaking skills in all aspects of our lives. Then, Sepahvand in Zuhriyah (2017) contends that there are some reasons to prioritize speaking as the primary goal of study, such as personal satisfaction from speaking and achieving other interests or career goals. Furthermore, Tahir (2015: 174) states that someone is considered successful in learning a foreign language when he or she has the following characteristics: the ability to speak.

Pronunciation is one of the elements that should be mastered in order to improve speaking ability. since one of the key components of speaking is pronunciation. The second is vocabulary; when a pupil has a large vocabulary, they can speak English well. Additionally, it was challenging for the teachers to figure out the issues. For instance, the English teachers at MAN 4 Bone face numerous challenges when attempting to teach English, particularly speaking. The researcher identified the following three problem areas based on the research observation:

First, it is challenging for the pupils to communicate their views since they lack the confidence to speak in front of the class. because the students' vocabulary is still lacking. As a result, even though they aren't participating enough in their speaking class, the pupils find it difficult to articulate the thoughts in their minds. Second, incorrect pronunciation among the students. Some kids still have trouble accurately reading the text. Because when we employ pronouns, certain words and their pronunciation change, such as "book" becoming "buk." Third, the pupils complain that they are bored while learning English in class. They believe that English is just another subject they must pass to receive a grade. This makes the students keep silent in the class and give the students tasks on a book without explanation, as a result it is hard for the students to begin speaking. Finally, the students cannot improve their ideas and imagination.

According to Lillyman in David (2021), storyboards are useful because they commit the story through the written word and pictures onto paper, and it encourages all students to be engaged in the story being told and become practically involved.

Based on the short explanation, the researcher is interested in conducting a study under the title **"Using Storyboard as Transmedia to Improve Students' Speaking Ability".**

LITERATURE REVIEW

Mansi, (2015) Because it emphasizes audiovisual and uses more than one sense, The storyboard approach can be used as a teaching strategy to help pupils learn. Students who exhibit minor mental retardation may benefit from using storyboard to hone their creative and analytical abilities. It can lessen pupils' reading ennui, which is another important advantage.

Ramasari (2020) conducted research titled The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking to 10th Grade Students SMA Plus Negeri 2 Banyuasin III. The findings revealed that Project-Based Learning using storyboards significantly improved students' speaking achievement, with a significant value (2-tailed) 0.000 < 0.05. It follows that Project-Based Learning can be a useful and alternative learning method for students looking to improve their public speaking skills. Furthermore, PBL can encourage students to be active, creative, innovative, and critical thinkers while learning.

Hasan (2016) conducted research on The Influence of Creating Storyboards on Writing Ability, and the results showed that storyboards made students more active and enthusiastic about writing. Then, Lillyman and Bannet stated that students can demonstrate their understanding of material by retelling the story in chronological order using a combination of word and imagery. It may also pique the students' interest in learning and improving their text-writing abilities.

In her article titled 'The writer used storyboard in teaching writing of narrative text for eighth graders of SMPN 13 Surabaya,' Ni'mah (2014). She gathered information through observation, a writing assignment, and a questionnaire. The results show that using a storyboard can help to stimulate students' ideas when writing narrative text, and students' reactions to using a storyboard are positive. It has been demonstrated that storyboards are useful in stimulating students' ideas. The basic development in writing is the idea because the failure of writing is the writer's inability to write.

The results of a study by Asyrifah (2021) titled The Teacher's Perception: Teaching Reading Storyboard for Mentally Retarded Students showed This study discovered disparities in practice and difficulties faced when teaching reading to students with mild mental retardation, but commonalities in teacher perspectives and the advantages of using storyboards.

METHODS

To increase the students' speaking proficiency in the classroom of the 11th pupils of MAN 4 Bone, this research used a true-experiment design in a quantitative method. A true experiment is one in which the researcher has total control over all external factors that have an impact on the study's findings.

RESULT AND DISCUSSION

Result

The research's data findings were reported in this chapter. The data from a test to see how well the students performed after receiving transmedia storyboard instruction made up the findings.

1. **The Experimental Group's Pre- and Post-Test Results**.

    a. The outcome of the experimental groups' pre- and post-test pronunciation results for students' speaking abilities.

    The pre-test and post-test sought to ascertain the experimental group's equity both before and after the application of therapies. It was given to MAN 4 Bone students in the eleventh grade. 31 students from class XI, IPA 1, were separated into two groups for the pre- and post-tests. This study evaluated the pronunciation of words as one component of speaking. The results of the speaking skills pre- and post-tests for the experimental groups are shown in the table below.

Table 1 *The result of students mean score in pre-test and post-test for experimental groups.*

Speaking Ability	Mean score in pre-test and post-test Experimental Group	
	Pre-Test	Post-Test
Pronunciation	45.48	73.06

(By using formative)

Table 2 SPSS result on the pretest and posttest in experimental research

		pretest	Posttest
N	Valid	31	31
	Missing	0	0
Mean		45.48	73.06
Std. Error of Mean		1.298	1.284
Median		50.00	75.00
Mode		50	75
Std. Deviation		7.229	7.150
Variance		52.258	51.129

Table 2 SPSS result on the pretest and posttest in experimental research

		pretest	Posttest
Skewness		-.887	-.353
Std. Error of Skewness		.421	.421
Kurtosis		-.934	-.275
Std. Error of Kurtosis		.821	.821
Range		25	25
Minimum		30	60
Maximum		55	85
Sum		1410	2265
Percentiles	25	35.00	70.00
	50	50.00	75.00
	75	50.00	75.00

The mean student pretest score was 45.48 before the treatment was administered, and it increased to 73.06 in the posttest after the treatment was administered, based on the Table 1 and Table 2, which demonstrates that the results of the experimental group was analysis using formative or manual calculations and using SPSS are the same. Then, based on the SPSS statistics, the median and mode have increased from 50 (pretest) to 70. (posttest). The experimental group students' use of storyboards in the learning process has improved because of the intervention it can be concluded.

2. The Result of Pre-Test and Post-Test for Control Group

a. The result of the students' speaking ability in the terms of pronunciation in pre-test and post-test for the control group.

The pre-test and post-test were aimed to discover the equity of the control group before and after administering treatments. It was conducted to eleventh grade students of MAN 4 Bone. 33 students were separated into class XI IPA 2 as the control group for the pre-test and post-test. This study evaluated the pronunciation of words as one component of speaking.

Table 3 *shows the results of the students' post-test mean scores for the experimental group and the control group.*

Speaking Ability	Mean Score for the Control Group Pre-Test and Post-Test	
	Pre-Test	Post-Test
Pronunciation	45.45	63.93

(By using formative)

Table 4 SPSS result of the pretest and posttest in control group

		Pretest	Posttest
N	Valid	33	33
	Missing	0	0
Mean		45.45	63.93
Std. Error of Mean		1.498	1.504
Median		50.00	65.00
Mode		50	75
Std. Deviation		8.603	8.638
Variance		74.006	74.621
Skewness		-.228	-.270
Std. Error of Skewness		.409	.409
Kurtosis		-.485	-1.121
Std. Error of Kurtosis		.798	.798
Range		35	25
Minimum		30	50
Maximum		65	75
Sum		1500	2110
Percentiles	25	35.00	57.50
	50	50.00	65.00
	75	50.00	70.00

The means pretest score of students was 45.45 before the treatment was given, and it increased to 63.93 in the posttest after the treatment was given, based on the Table 3 and table

4, which explains that the results of the control group analysis using formative or manual calculations and using SPSS have the same data results. Then, based on the SPSS data, the median increased from 50 (pretest) to 65 (posttest), whereas the mode increased from 50 (pretest) to 75 (posttest) (posttest).

3. **The Result Percentage of Students Improvement in Speaking Ability of the Control and Experimental Groups**

   a. the difference between the experimental group and control group in terms of student speaking proficiency.

Table 5 *shows the outcomes of students' improved speaking pronunciation for the experimental and control groups.*

Speaking Ability	Percentage of the student's improvement	
	Experimental Group	Control Group
Pronunciation	60%	40%

Based on the table 5, the experimental group percentage rise is greater than the control group. The experimental group percentage improvement from table 5 was (60%) while the control group percentage improvement was (40%). Table 5 shows that, in comparison to the control group, the students' speaking ability in pronunciation has improved in the experimental group using storyboards.

4. **Test of Hypothesis**

This test was used to determine if there is significance between the mean score of groups, experimental and control group. This line with the objective of the study that has been stated. In addition, all data obtained in this test was calculated by using SPSS. The data needed to be compared are the mean score of student's pre-test and post-test in both classes. Then, the significant value or alpha was determined from the formula is 0.05 or 5%. The result of the calculation can be viewed in the table below:

Table 6 *Group Statistics of Pre-Test and Post-Test in Experimental and Control Group*

|	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Kontrol	33	45.45	8.603	1.498
	Eksperiment	31	45.48	7.229	1.298
Posttest	Kontrol	33	63.93	8.638	1.504
	Eksperiment	31	73.06	7.150	1.284
Gain	Kontrol	33	.331478	.1603980	.0279217
	Eksperiment	31	.508407	.1021605	.0183486

Table 6 provides statistical results of pre-test and post-test in both classes, experimental group and control group. N means number of samples from each class. Experimental and control classes consist of 33 and 31 in this research. Based on table 6, it is discovered that the mean score of students' pretest in experimental group is 45.48, while control is 45.45 and the mean score of students' Post-test in experimental group is 73.06, while control group is 63.93. Score of pre-test and post-test in experimental group before and after getting the treatment higher than control group.

Table 7 Independent Sample Test Pre- and post-test results in the experimental and control groups

	t-test for Equality of Means			
	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
				Lower

Pretest	Equal variances assumed	.988	-.029	1.993	-4.013
	Equal variances not assumed	.988	-.029	1.982	-3.992
Posttest	Equal variances assumed	.000	-9.125	1.989	-13.102
	Equal variances not assumed	.000	-9.125	1.978	-13.079
Gain	Equal variances assumed	.000	-.1769291	.0338625	-.2446192
	Equal variances not assumed	.000	-.1769291	.0334110	-.2438938

Table 7 shows that from an independent sample test of pre-test and post-test obtained in pre-test p *value* or (*2-tailed*) = 0.988. It means that the score is higher than the determined significant value (0.05). From the result, it proved that in pre-test the null hypothesis is accepted and the alternative hypothesis is rejected. The pre-test scores for both classes were the same before the treatment was administered. While in post-test p *value* or (*2-tailed*) = 0.000. It means that the score is lower than the determined significant value (0.05). From the result it proved that in post-test the null hypothesis is rejected and the alternative hypothesis is accepted.
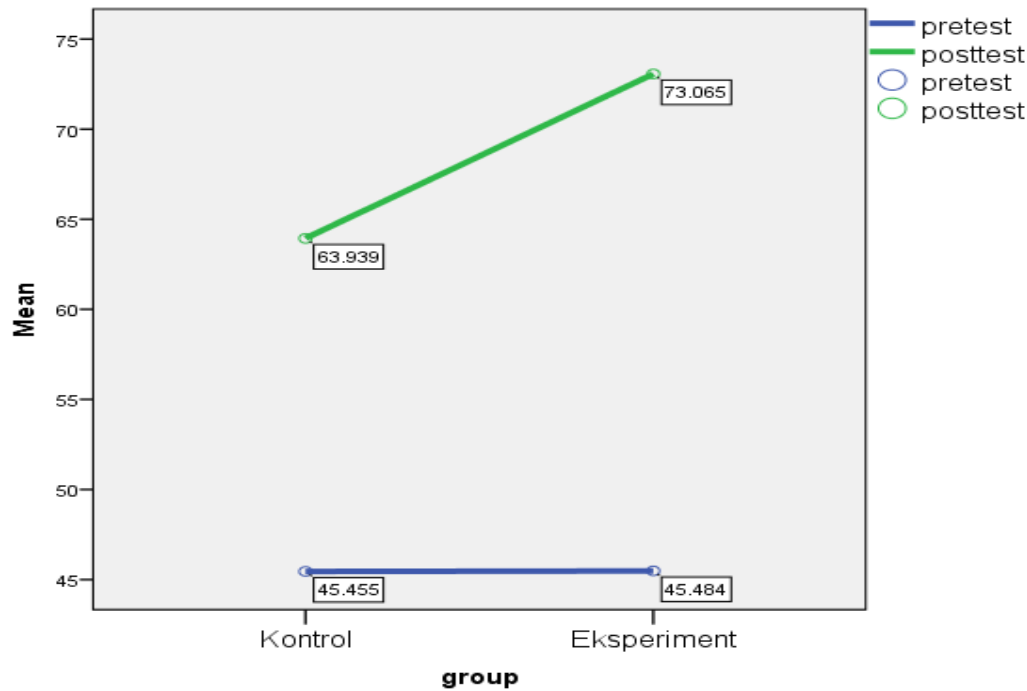
Graphic 1 result of pretest and posttest in experimental group and control group

As a result of being given different treatments, there will be a significant difference between the two groups. Based on the descriptive data, the experimental group performed considerably better than the control group based on the average values of the experimental class (73.06) and the control class (63.93). In the other words, **there is an improvement of implementing Storyboard as Transmedia to Improve Students' Speaking Ability.**

Based on the result, it can be concluded that using storyboard as transmedia improve students' speaking ability in terms of pronunciation. It could be seen in the students' mean score of experimental group using storyboard was higher than control group.

CONCLUSION

Based on the research's findings and analysis in the previous chapter, the researcher draws the conclusion that employing storyboards as transmedia can help 11th grade MAN 4 Bone students speak more fluently, particularly in terms of pronunciation. The overall speaking proficiency of the students' pronunciation served as proof. Pre-test scores for the experimental group in terms of pronunciation were (45.48) while those for the control group were (45.45), and post-test scores for the experimental group in terms of pronunciation were (73.06) while those for the control group were (63.93), with the experimental group showing

a 60% improvement while the control group showed a 40% improvement. Therefore, this study shown that employing storyboard as transmedia enhances students' pronunciation skills when speaking. The experimental group's mean score was greater than the control group's score after the therapy, as could be observed from the mean scores of both classes, experimental group and control group.

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