

**USING STORYBOARD AS TRANSMEDIA TO IMPROVE STUDENTS'
SPEAKING ABILITY OF 11th GRADE MAN 4 BONE
(*True-experimental Research*)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2022



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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Day / Date	Chapter	Note	Sign
Wednesday 28/09/2022	I	Mention with short sentence a kind of storyboard you used in this research at each sections.	
Monday 05/10/2022	II	Elaborate a little words about correlation between storyboard and Transmedia.	
Tuesday 11/10/2022	III and IV	Revise the discussion and emphasize your conclusion and suggestions as well.	
Wednesday 19/10/2022	I - IV	Fix your grammatical errors and then synchronize your references with your theory.	
Wednesday 19/10/2022	All chapters		

Makassar, Oct. 2022

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Consultant II : Ismail Sangkala, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Friday 30 September	II	Make sure your data in findings.	/
Monday 3 October	IV	The data should be valid. Analyze it with spss apps. (Institutional).	/
Friday 7 October	IV	Recheck your discussion part, see the data (findings) and connect them to the theories (Chpt II).	/
Wednesday 12 October	I - V	Fix your grammatical & spelling errors. - Synchronize your Bibliography with the contents. - Re-check the abstract and create an article for ICIE	/

Makassar, Oct 2022

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Consultant II : Ismail Sangkala, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Thursday 13 October 2022	1 - Article	Revise your article and synchronize the table of content with pages.	
Thursday 13 October 2022	All chapter	Your thesis is ready to present in examination	

Makassar, 13. Oktober 2022

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Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil jiplakan dan tidak dibuatkan oleh siapapun.

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Dengan ini menyatakan perjanjian sebagai berikut:

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2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
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Nahdaniar

MOTTO AND DEDICATION

MOTTO

“Kegagalan Itu Miliki Mereka Yang Berhenti berjuang”

“Jadikanlah Sabar dan Sholat Sebagai Penolongmu.”

(Surah Al-Baqarah:45)

DEDICATION

A Thesis for May Beloved Family

Especially for My Parents

ALSO,

For My Dearest Self

I'm Always Proud of and Love

ABSTRACT

NAHDANIAR, 2022. *Using Storyboard as Transmedia to Improve Students' Speaking Ability of 11th Grade MAN 4 Bone (true-experimental research)*, under the thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (guided by Muhammad Zia Ul Haq and Ismail Sangkala).

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. This was proven by the mean score of Pre-Test and Post-Test between experimental group and control group. The mean score of experimental before and after treatment (45.48 became 73.06) and in control group before and after treatment (45.45 became 63.93) with percentage improvement of experimental group (60%) and control group (40%). 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

Keyword: *Storyboard, Transmedia, Speaking, Pronunciation.*

ABSTRAK

NAHDANIAR, 2022. “Penggunaan Storyboard Sebagai Transmedia untuk Meningkatkan Kemampuan Berbicara Siswa Kelas 11 MAN 4 Bone (penelitian true-experimental), skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Muhammad Zia Ul Haq dan Ismail Sangkala).

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa melalui storyboard sebagai transmedia. Penelitian ini menggunakan penelitian true-experimental. Terdiri dari tiga langkah, yaitu pre-test, treatment, dan post-test. Ada 64 siswa dari MAN 4 Bone terlibat dalam penelitian ini. Tes tersebut merupakan tes lisan yang terdiri dari tiga gambar untuk pre-test dan post-test.

Temuan menunjukkan bahwa menggunakan storyboard sebagai transmedia signifikan dalam meningkatkan kemampuan berbicara siswa. Hal ini dibuktikan dengan skor rata-rata Pre-Test dan Post-Test antara kelompok eksperimen dan kelompok kontrol. Skor rata-rata eksperimen sebelum dan sesudah perlakuan (45,48 menjadi 73,06) dan di kelompok kontrol sebelum dan sesudah perlakuan (45,45 menjadi 63,93) dengan persentase peningkatan kelompok eksperimen (60%) dan kelompok kontrol (40%). Selain itu, hasil penelitian mengungkapkan bahwa skor P-value adalah (0,000) dengan tingkat signifikansi 5% (0,05). Dapat disimpulkan bahwa $p\text{-value} (0,000) < \text{sig } \alpha = (0,05,5\%)$. Hal tersebut membuktikan bahwa dengan menggunakan Storyboard sebagai transmedia Meningkatkan Kemampuan Berbicara Siswa kelas 11 MAN 4 Bone

Kata Kunci: Storyboard, Transmedia, Berbicara, Pengucapan

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Robbil' Alamin, first of all I would like to express my deepest praise and gratitude to Allah SWT who has given me blessing and mercy to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher would like to express her highest appreciation and deepest thankfulness to her beloved parents Nahrudin and Darnawati for their prayers, loves financial, motivation and sacrifice for researcher success. She realized that many people had given their help and useful suggestions for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to:

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Finally, the researcher is aware that with all the limitations, this thesis is far from perfect. Therefore, the researcher hopes for constructive criticism and input for the perfection of this thesis in the future. Last but not least, hopefully this thesis can be useful for the improvement of all interested parties.

Makassar, December 2022

Nahdaniar

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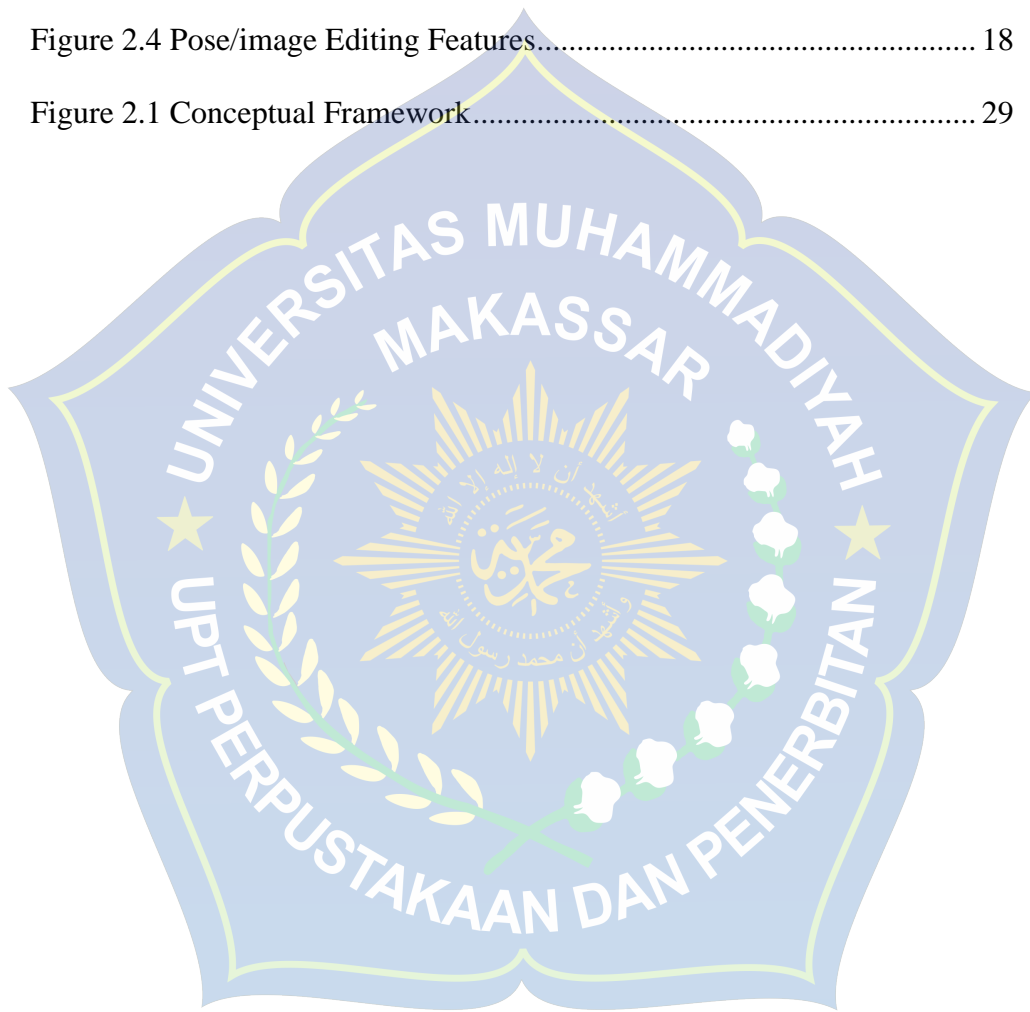
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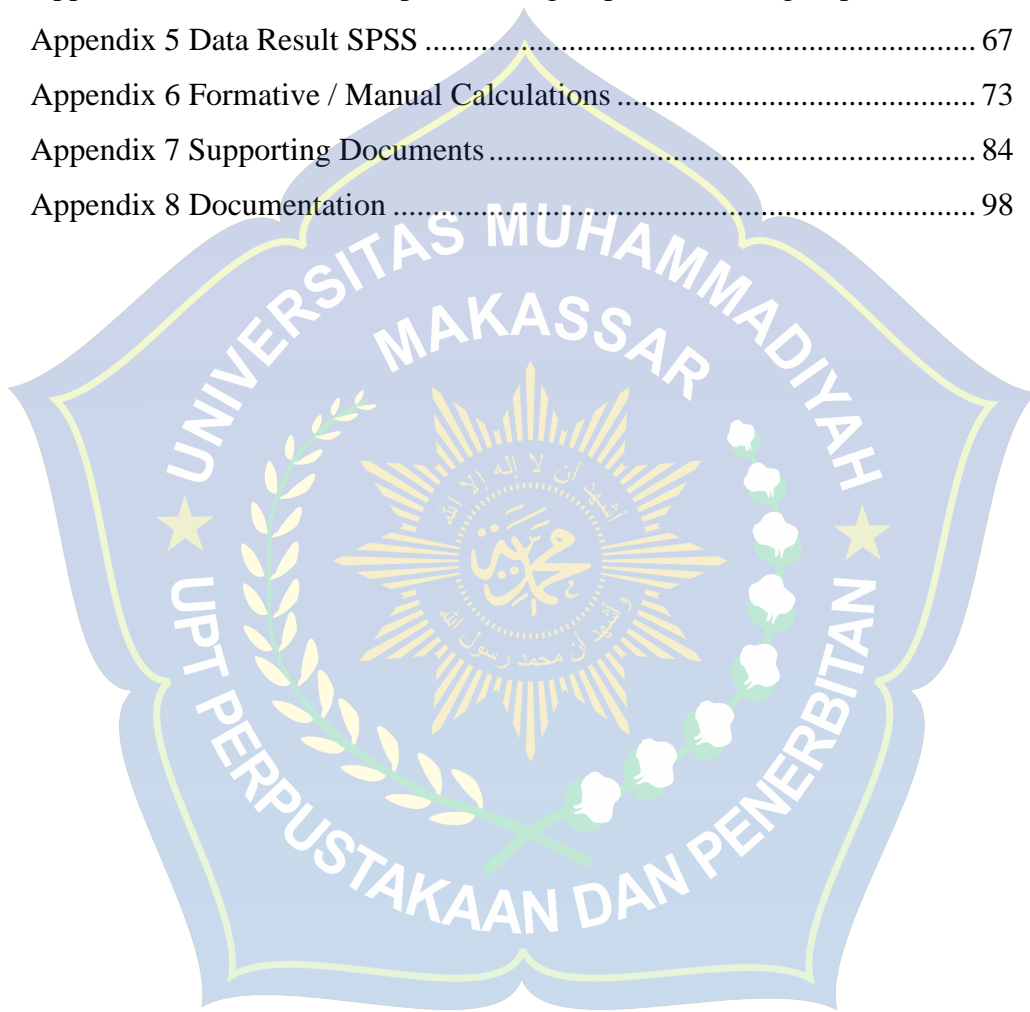
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CHAPTER I

INTRODUCTION

A. Background

The development of science and technology today generally requires that humans be able to utilize and develop the potential that exists within them, one of which is the ability to speak foreign languages. Currently, the use of foreign languages is becoming more common for the general public, specifically in daily communication, education, and the workplace. As a result, learning foreign languages is currently regarded and valued by a number of countries around the world, as evidenced by the availability of foreign language instruction in schools. (Ni'mah, 2019).

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 in Dewanti (2019), 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.

One of the four skills in English is speaking. Reading, writing, and listening are the other three skills. Learners can communicate with others and express their opinions, intentions, hopes, and points of view orally by speaking. Furthermore, the most commonly used language skill is speaking.

According to Alzboun et al. (2017), speaking is more than just pronouncing sounds or words. Speaking is a tool for communicating ideas that are compiled and developed in response to the listener's or listener's needs. Speaking is a tool that almost immediately reveals to the listener whether the speaker understands or not the subject of his conversation and the listener, whether he is calm and adaptable or not when he communicates his ideas and whether he is alert and enthusiastic or not. Someone's inability to speak indicates that they are having difficulty.

Speaking, according to Putri, (2020) is speech or utterances produced by the speaker with the intention of being known, and then the listener processes the sayings in order to determine the speaker's intention. Speaking, Nasri et al. (2018) define speaking ability as the ability to pronounce sounds or words in order to express, state, or convey thoughts, ideas, and feelings. As an extension of this limitation, we can say that speaking is a system of audible and visible signs that employs a number of human body muscles and muscle tissue for the purpose of combining ideas or ideas.

Teaching students to master English speaking ability especially in pronunciation needs a lot of things including the teachers' learning strategies in the class, learning methodologies, and so on. But, there are many teachers

who often face problems when guiding the students in mastering English, especially speaking.

There are several components that should be mastered to improve speaking skill, one of them is pronunciation. Because pronunciation is one of the important aspects of speaking. Second is vocabulary, students can speak English well when students have many vocabularies.

Furthermore, the teachers had difficulties to solve the problems. For instance, the teachers of the English subject at MAN 4 Bone have many problems in teaching English, especially in speaking. Based on the research observation, the researcher found three problems areas as follow:

First, the students are not confident to speak in front of the class and it is difficult to deliver their ideas. Because the students are still poor in vocabulary. So, the students feel confused to express the ideas in their mind even if they are not active enough in their speaking class. Second, the students' pronunciation uncorrect. There some students still find it difficult to read the text well. Because, when the word and pronunciation is different, for example: the word "book" when we pronouns become "buk". Third, the students feel bored studying English in the classroom. They think that English is only a regular subject that they have to pass to get 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.

As a result of the aforementioned issues, as teachers, we are obligated

to provide new innovations for students in order for them to be trained in speaking English or actively speaking English in the classroom. as a researcher to solve this issue. The researcher will employ a medium that will assist students in speaking or actively speaking English. A "storyboard" will be used by the researcher as media.

While the definition of Storyboard is a sketch of images that are arranged sequentially according to the script, we can convey our story ideas to others more easily with Storyboards, because we can lead someone's imagination to follow the images presented, producing the same perception of our story ideas (Kartini, 2018).

A storyboard is a graphic organizer that consists of illustrations or images displayed in order for the purpose of pre-visualizing a picture. It employs a series of images to tell a more complete story about people's interactions over time, with each image in the Storyboard representing a specific event (Setiawan, 2017).

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”**.

B. Problem Statement

Based on the background above, the researcher formulated the research question as follows:

“Does The Use of StoryBoard as Transmedia Improve Students’ Speaking Ability in terms of Pronunciation?”

C. Research Objectives

The main purpose of this research is to see the use of StoryBoard as Transmedia improve the students’ speaking ability in terms of pronunciation.

D. Significance of The Research

Significance of The Research for the teacher and students to apply the "storyboard" Application in the learning process to build a better atmosphere and student interest in the classroom activities.

1. For the teacher, the results of this study can be used to help to teach students. The lecturer can involve students in classroom activities that allow students to improve their speaking by using the "storyboard" Application.
2. For students, it can also use the "storyboard" Application to learn English, especially speaking so that they can be proficient in English. Furthermore, the writer hopes to give a positive effect on students’ in the future, so students can enjoy learning English using a smartphone.

E. Scope of The Research

This study aims to identify and solve the problem of students' lack of speaking in English. This study focuses on the use of "storyboard" the kind of

storyboard that the researcher used is storyboard application websites storyboardthat.com the speaking learning process. The scope of this study is the use of storyboard to improve student speaking ability in terms of pronunciation in this part used the report text as the material in teaching in the classroom.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research

Other researchers have conducted some previous studies related to this research, such as:

Afriyanti (2016) conducted a study on the effectiveness of storyboarding techniques on students' reading comprehension of narrative texts, and the findings indicated that it could help students improve their reading comprehension of narrative texts. Students can use this technique to pay attention to what they read, the elements, and "what happened" in the stories, and possibly deepen their understanding.

Mansi, (2015) Because it emphasizes audiovisual and uses more than one sense, the storyboard method can be used as a teaching method to assist students in the learning process. In terms of the characteristics of mildly mentally retarded students, storyboard can help them develop their thinking and imagination skills. Another significant benefit is that it can reduce boredom in students learning to read.

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.

Asyrifah (2021) conducted a study titled The Teacher's Perception: Teaching Reading Storyboard For Mentally Retarded Students, and the findings revealed This study found similarities in teacher perceptions and benefits derived from the use of storyboards, but differences in practice and

challenges encountered when teaching reading to students with mild mental retardation.

Researchers have found similarities in previous research using storyboards in measuring and analyzing students' improvement in writing in narrative texts, increasing students' reading, and increasing students' speaking skills using storyboards that focus on implementing project-based learning in speaking. The difference between this research and previous research is that the researcher uses storyboards as a media for learning speaking in the classroom, with a focus on students' pronunciation.

B. Some Pertinent Ideas

1. Concept of Transmedia

a. Definition of Transmedia

According to Kurniullah (2017) Transmedia is a storytelling concept that employs moving images. Flows from one "media" platform to another. One of the platform or application that we can use is storyboard, we can access storyboard with online in storyboardthat.com that can be tells a unique story with picture . Each piece of content, in each format, on each platform, tells a unique story in the Transmedia concept. In the Transmedia paradigm, there is no such thing as a specific profession. Some examples include filmmakers, directors, screenwriters, animators, TV program producers, game creators, content developers, comic artists, radio

broadcasters, book writers, novelists, and even journalists. Story Teller, everything transforms into a new role.

Jenkins in Kwon & Byun (2018), the concept's originator, defined transmedia storytelling as a representation of a process in which integral components of fiction are systematically disseminated across a variety of delivery channels to create a unified and coordinated entertainment experience. He goes on to say that each medium through which various elements of a story unfold contributes uniquely to the story. He insists that each element of a developing story must be accessible on its own terms because it contributes uniquely to the overall narrative system. According to Jenkins , transmedia simply means "across media," and it is a way of talking about convergence as a set of cultural practices. As a result, he sees transmedia storytelling as a rationale for deliberating about the flow of content across media, with the majority of the content serving a larger purpose, such as deepening audience engagement, offering the perspective of other characters, mapping the world, and providing backstory.

Another research in his book *Getting Started in Transmedia Storytelling*, Robert Pratten in Satyagraha & Frederick K H, (2020) explains that presenting stories across multiple platforms allows the right content, at the right time and in the right place, to form a larger, more profitable, cohesive, and rewarding experience. Transmedia

storytelling not only disseminates information but also provides roles and goals for readers to apply in their daily lives.

According to the experts' explanations, transmedia storytelling is a coordination channel in creating unique stories and then channeling them in the media; transmedia is what cross-media for us to tell or distribute the story.

b. Principle of Transmedia

There are seven principle of transmedia includes (Behrens, 2019):

1) *Spreadability vs. Drillability*

When a story contains elements that allow the public to actively participate in the circulation of its media content through social networks, it implements spreadability, which increases its economic and cultural worth. Drillability, on the other hand, occurs when a story includes elements that encourage the audience to delve deeper into the subject on their own after the initial story.

2) *Continuity vs. Multiplicity*

Continuity speaks to the larger overall story. If a storyworld has a sense of continuity, the stories within it will have a sense of coherence for the audience. Multiplicity is simply alternative retellings of the story world's foundational story.

3) *Immersion vs. Extractability*

Extractability vs. immersion To achieve the transmedia

goal of immersion, the reader must enter the story's world, causing them to withdraw their attention from the world and reality around them. Extractability is the antidote to immersion. This principle requires that the story contain extractable elements that the reader can take and apply in their daily lives. These components can be physical, philosophical, or behavioral in nature.

4) *Worldbuilding*

The fourth of principles is worldbuilding, and it should enable the audience's desire to map out and learn everything there is to know about the world depicted in the story.

5) *Seriality*

Seriality fifth principle is a serial as "creating meaningful and compelling episodes that disperse a complete story across multiple segments using a variety of media and mediums."

2. Concept of StoryBoard

a. Definition of StoryBoard

Aaron Sherman is founder of Storyboard. An innovative technology for quickly and easily creating storyboards online. Storyboards have numerous applications in business and education. They're also great fun! Aaron graduated from Rensselaer Polytechnic Institute with a BS in management and an MS in computer science (RPI). He has worked in both technology and marketing for over 9 years in Boston, Barcelona, and Sydney, and brings to the table a

powerful perspective on common problems regardless of location, as well as an astute understanding of communication opportunities.

Storyboard, According to Setiawan (2017) is a graphic organizer in the form of illustrations or images displayed in sequence for the purpose of pre-visualizing a picture. It uses a sequence of images to tell a more complete story about people's interaction over time, where each image in the Storyboard represents a particular event.

According to Kartini (2018), Storyboards are sketches of pictures that are arranged sequentially according to the script. With Storyboards, we can more easily convey our story ideas to others because we can lead someone's imagination to follow the pictures presented, resulting in better perceptions. The same goes for our story concept.

From the explanation above it can conclude, a storyboard is a media that requires active collaboration to create or formulate creative ideas that can then be applied in this media storyboard, resulting in a work that can be promoted or conveyed through social networks.

A storyboard, according to David (2021), is a graphic organizer, such as a series of illustrations or images displayed sequentially for the purpose of initial visualization of a file, animation, or interactive media sequence, including web interactivity. A storyboard, according to Luther, is a description of each scene that aims to clearly explain/describe multimedia objects and behavior.

Based on the following, it can be explained that a storyboard in general is a translation in the form of a sketch image of a script that has been made, and is used in the process of designing a product and to show visually how the action of a story takes place. It can also take the form of a description of the idea or material that has been prepared to be told or conveyed to others directly or through the media.

b. Storyboard Steps

Some steps of storyboard follows (Wahyu Maulana, 2019) :

- 1) Open the website from the storyboard then divide the boxes as needed.
- 2) After dividing the story box on the storyboard, we determine the short story to be made in the storyboard box.
- 3) After the story is prepared, we fill the box with animation in the form of images, namely rooms, roads and so on according to the selected story.
- 4) Then we check the order of the story, then correct what is missing in the story.
- 5) Add words to the pictures that have been made according to the story.
- 6) After all the stories are finished we save the story in the form of a file which we will then read the story to train and improve our speaking skills.

c. Storyboard Function

It is well known that storyboards serve as a media for conveying ideas or concepts to others in the form of images. There is supporting information in the storyboard, such as text messages that explain images, audio, and others.

The following are the general storyboard functions (David Monte, 2021):

- 1) By explaining the storyline in terms of the big picture, from the beginning to the middle to the end of the story.
- 2) Furthermore, it plays an important role in making storylines easier to create and understand.
- 3) It can be used to plan short videos or films.

d. Storyboard Benefits

Storyboards will provide great benefits for creators in conveying ideas or concepts. And it becomes easier for others to understand the ideas that are presented to them. The benefits of storyboards are (David Monte, 2021):

- 1) Movie Storyboards

In the world of cinema, storyboards are known as "shooting boards." The notion of a "storyboard" in film can be defined as a collection of images containing events in the film. The form of the storyboard in this film can be called a special comic that can be studied before the production process is carried out.

The advantages of storyboarding in films are many. This helps directors, advertising clients, cinematographers, and others identify potential weaknesses. Not only that, storyboards will give them an idea of the production costs and time required.

2) Storyboards in Animation

Despite the fact that the world of animation now includes moving images, storyboards are still used to describe how the story idea will appear in the image. As a result, it alternates with camera positioning, timing issues, and a specific list of requirements in animated film production.

3) Storyboards in the World of Education

There are various aspects of education that can be absorbed and used for teaching activities in the world of storyboarding. Because it is organized with simple concepts, this can actually help students absorb more material. In fact, using this image is more effective than simply using narration.

In the world of education, some storyboard functions include:

- a. Creating a story
- b. Assist with vocabulary memorization
- c. Assist with presentations
- d. Text summarization Illustration creation

e. Storyboard Features

The storyboard includes the following features (Mediate, 2021):

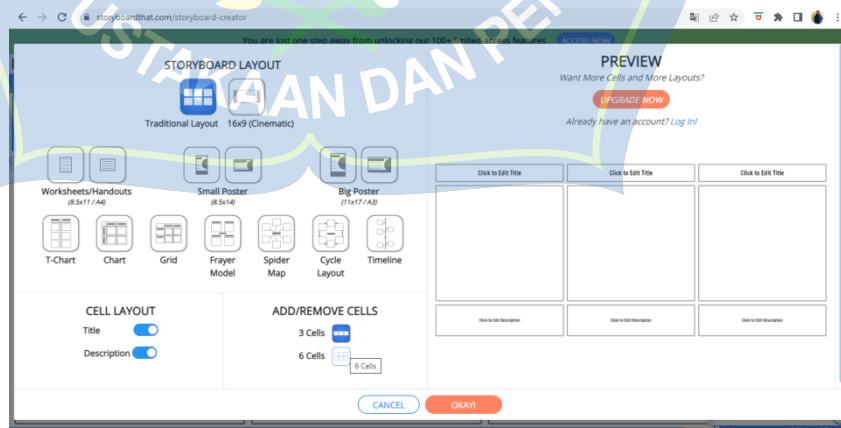
1) Fantastic Image Library



Picture 2.1 Fantastic Image Library

This fantastic image library allows us to select characters, scenes, items, and so on. Users will find it easy to select an image in this feature based on the story or thing they want to design because there are already many images available in this storyboard.

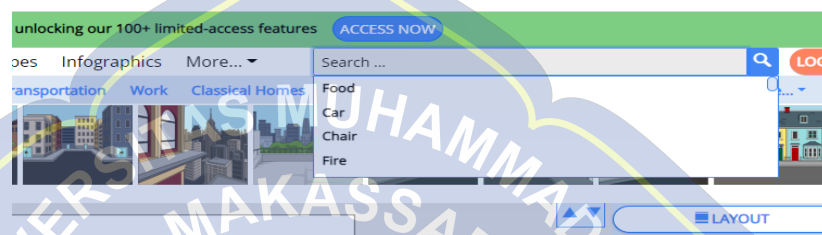
2) Layout Features



Picture 2.2 Layout Features

We can adjust the story or the thing we design using this layout feature. For example, if we want to make a lesson about describing a place, we can choose a layout based on the topic or object we want to convey. We can add a title and a description to this storyboard layout.

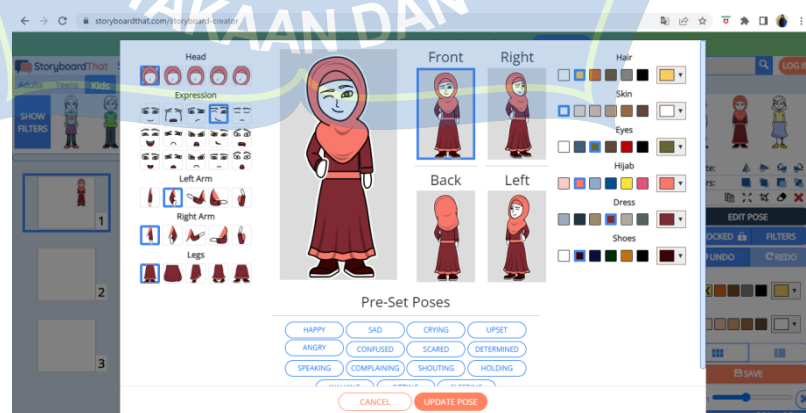
3) Search Button



Picture 2.3 Search Button

The search feature assists storyboard users in finding images that are not available in the existing template. Storyboard users can directly type keywords in the searching option, and image results will appear based on the keywords entered. Storyboard users can then create the image as desired.

4) Pose/image editing features



Picture 2.4 Pose/image Editing Features

This pose/image editing feature is useful for modifying the selected character or scene to the user's specifications. Users of Storyboard can change the character's position, clothing color, hair, and so on based on the creation and needs of the story that will be created.

f. Advantages and Disadvantages of Storyboards

The advantages and disadvantages of storyboard following (patterson 2016):

1. Advantages of Storyboard

- a) Storyboards can help visual/spatial learners as well as tactile/kinesthetic learners.
- b) Storyboarding is a prewriting technique that combines children's love of drawing with their ability to tell and write stories.
- c) Activities for storyboarding can be done alone, in pairs, or in small groups.
- d) Students will learn and demonstrate their understanding of story structure.
- e) Students can use storyboards to help them arrange the events in their stories in the correct order.

- ##### **2. Disadvantages of Storyboard**
- is that, when it comes to media images, if the user cannot find the image they want in the possibilities, they can utilize image search media, but the results will have a lot of options and be remarkably similar.

3. Concept of Speaking

a. Definition of Speaking

Speaking, according to Qasypia (2020), is a form of communication between the speaker and the listener. This activity involves two or more people, each of whom plays the roles of speaker and listener; both are related. The speaker and listener must respond to the conversation based on their ideas. Communication is successful when both the speaker and the listener understand the conversation.

Speaking, according to Kuning (2019), is "the skill that the students will be judged on most in real-life situations; students must communicate using appropriate language to achieve their aims, objectives, and goals. Moreover, Speaking is a communication process, according to Nunan (as cited in Syatriana et al. 2018), in which the objective is to exchange knowledge, ideas, and thoughts with others in both official and casual settings.

According to Rao (2019), speaking is one of the most difficult skills for language learners to master. Even though speaking is a difficult skill, a primary school student must learn it because it is necessary. Students can interact with foreigners by speaking with them. Speaking is among the most crucial abilities to be cultivated and improved as a way of effective communication, according to Lai Mei Leong and Seyedah (as cited in harmawati et al. 2022). One of the most challenging components of learning a language is developing

one's speaking abilities. Some students in Indonesia experience fear and anxiety when speaking in the English language.

Speaking is a process for communicating and learning to interact in the environment, states azis (2021). The most crucial aspect of adjusting in the social context to which we must change is strengthening interpersonal relationships. The teacher who instructs in the classroom must foster excellent communication between the teacher and pupils, just like in the classroom. If there is poor communication between students and teachers, many pupils find it difficult to understand what is being explained by the teacher.

Speaking is the most important aspect of language learning, whether it is a second or a foreign language, according to Bailey in Mahtawarmi (2019), and it can be measured by the students' ability in the learning process. Students should practice speaking in class to improve their speaking skills because natural communication among people is impossible without the ability to speak.

We can conclude from the statements above that speaking is an activity that involves two or more people, where the participants are listeners and the speaker must act on what they hear and contribute significantly speed.

b. Aspect of Speaking

Speaking has five aspects, The following are the five elements (Megawati, 2018) :

1) Pronunciation

Pronunciation is defined as the manner in which a language or specific word is pronounced, as well as a specific person's way of pronouncing a word.

2) Grammar

Grammar is a set of rules that governs the traditional arrangement and relationship of words in sentences. Grammar instructs us on how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, and so on).

3) Vocabulary

Vocabulary refers to the total number of words in a language. It is defined as words in another language. Words are viewed as the foundation upon which knowledge of a second language can be built. Vocabulary is the most important aspect of learning a foreign language, and it is also an essential component of speaking fluently.

4) Fluency

Fluency practice typically combines new items of another language as preparation for the new item in conversation, item with some errors, and item without hesitation. Many language learners consider speaking to be the ultimate test of language ability.

5) Comprehension

Comprehension is defined as the ability to comprehend.

Something based on a reasonable understanding of the subject or knowledge of what a situation is really like.

c. The Importance of Speaking

It is critical to understand that improving spoken language includes more than just pronouncing English sounds and remembering words or phrases. Speaking skills, according to Utami, N. D. (2018), are a way of interacting with people in social communities. The development of spoken language is a difficult and time-consuming process in acquiring knowledge to communicate with people in social situations.

Speaking, according to Kuning (2019), is "the skill that the students will be judged on most in real-life situations; students must communicate using appropriate language to achieve their aims, objectives, and goals."

d. Teaching Speaking

According to Nunan in satriani (2020) teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple. It means even though speaking is natural, the teachers are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialogue was done by people for many years. And also teaching speaking involves providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues and learning vocabulary.

In teaching speaking one of the most important that the students need to learn is pronunciation. Because as we know that in english if we miss spelling something that we want to say the meaning distorted. In teaching speaking especially in pronunciation the teacher is obliged to provide opportunities for students to make presentations or convey their ideas so that they will be trained to speak and also recite each vocabulary, in this case also learning materials that provide opportunities for students to speak and practice pronunciation one of them is report text. report text is one of the materials in learning English that discusses re-delivering existing information to other people, with this material students will get the opportunity to present or convey the information they get so that students can speak in front of classmates and of course the students will also learn to pronounce each word that will be conveyed.

There are three main reasons why giving students speaking assignments is a good idea because it encourages them to use any

language in their comments. That is to say (Fauzan, 2019):

1) Rehearsal

Allow students to freely discuss, giving them the opportunity to practice discussions outside of the classroom. The teacher instructs students to practice speaking skills outside of the classroom to see how they can improve. Students can use this to improve their speaking skills outside of class.

2) Feedback

Speaking assignments in which students attempt to provide feedback for both the teacher and the students using any and all languages they know. Teachers can see how well their students are doing and what language issues they are experiencing. Students can also see how easy it is to find specific types of talk and what they need to do to fix it. Student activities can give them a lot of confidence and satisfaction, and with the help of a sensitive teacher, they can be encouraged to study more.

3) Engagement

Speaking activities can be extremely motivating. They get a lot of satisfaction if all the students participate fully and if the teacher has properly organized the activities and can provide sympathetic and helpful feedback. Many speaking tasks (role play, discussion, problem solving, etc.) are inherently enjoyable. In this thesis, the researcher discusses expressions for asking and giving

opinions, which are part of the eighth grade English language materials.

e. Principles of Teaching Speaking

Five principles for teaching speaking, including (Fauzan, 2019):

- 1) Consider the situation of learning a second or foreign language. To clarify the target language context, the second language is the community's language of communication because they use the target language almost every day. Meanwhile, the target language does not exist in the language of communication in society in the context of a foreign language. As a result, learning to speak in this context is extremely difficult.
- 2) Allow students to practice their fluency and accuracy. Fluency refers to a speaker's ability to use language quickly and confidently, with little hesitation or unnatural pauses. The degree to which students' speech matches what people say when they use the target language is referred to as accuracy. Provide opportunities for students to speak using group and pair work. These activities are used to increase students' speaking practice time and limit the teacher's ability to speak.
- 3) Consider bargaining over meaning. This is done to clarify and confirm whether the students have understood each other. To gain understanding, ask for clarification, repetition, or explanation during the conversation.

- 4) Guidance and practice in transactional and interactive speaking are required when designing classroom activities. Transactional speaking entails communication to accomplish tasks, such as the exchange of goods and services. Interactional speaking is when you communicate with someone for a specific reason. This includes the formation and interpretation of social relationships.

4. The Concept of Media

The term media is derived from Latin and is the plural of medium, which literally means intermediary or introduction. The use of media in the classroom can reduce the complexity of the material to be delivered to students. Because the media is a tool that can be used to deliver messages and achieve learning goals.

Arief S. Sadiman in Ganda (2016) stated that learning media is a tool that can aid in the teaching and learning process by clarifying the meaning of the message conveyed. So that they can achieve learning objectives more effectively and overcome obstacles.

According to the above description, media learning is something that can act as an intermediary for delivering learning messages or tools in the teaching and learning process. As a result, the teacher can consider the use of various types of media in learning activities.

5. Correlation of Storyboard and Transmedia

Based on the previous explanation, it is clear that transmedia, as defined by Jenkins, is a storytelling transmedia, a cross-media contribution that can be made through a unique story to be displayed or communicated

to others, whereas a storyboard, as defined by Kartina, is an arrangement of images made in accordance with the subject matter or concept of the story that we want. portrayed, which might help readers visualize, using images or plots that we build or develop using storyboards. Through the storyboard that.com website application, users can access storyboard as a narrative or storytelling medium online.

Storyboards are referred to as transmedia or the correlation between storyboards and transmedia is that in storyboards, more than one media are available for users to utilize in creating stories using the materials provided. One component or media in the storyboard is the image media. Using already prepared information or ideas, this picture medium can be utilized to compose or create stories. The storyboardthat.com internet application needs equipment, specifically laptops, tablets, and PCs, to create story designs. Because we can utilize the media in the storyboard to create a story that is consistent with the previously prepared content and can subsequently be added to generate original content, it is referred to as a transmedia storyboard. In addition, we can produce or create the storyboard through an application. In order for students to clearly comprehend the outcomes of the story or content that we generate based on the material, we should storyboard that.com itself and convey or explain the story or material directly in the storyboard itself utilizing a laptop device connected to an LCD or Smart tv.

From the explanation above it can be conclude, in order to convey

the results or content that has been created, storyboard are said to be transmedia because they are a digital storytelling application in which media images, audio, text, as well as other media can be transformed into content that is produced directly or created directly on the storyboard website page of storyboard and presented or displayed directly on the storyboard itself.

C. Conceptual Framework

The framework of this research can be illustrating as follows:

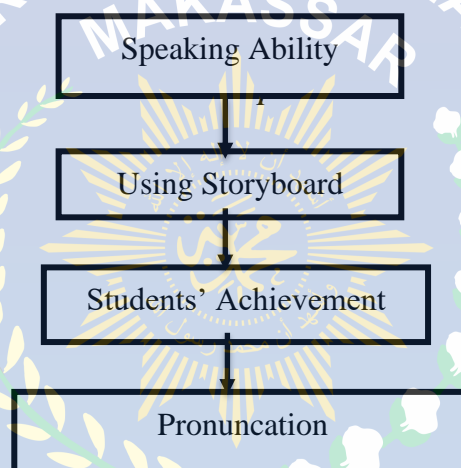


Figure 2.1 Conceptual Framework

The conceptual framework above describes the research which is conducted by the researcher. This research is quantitative research which describes the use of storyboards as transmedia to improve students' speaking ability. There are some techniques and media to teach English as a foreign Language, one of them is storyboard as a media. Storyboard are media that we can access online on storyboard application pages storyboardthat.com that

which use laptop, tablet and computers so that the storyboard can be shown on screen where it combines two parts of the body such as hand and eyes.

In this study the researcher used a pretest before giving treatment and a posttest after giving the treatment students' speaking that the storyboard can enhance their pronunciation. In the post-test distribution to find out the students progress after giving the treatment. In this post-test the research will ask the students to come in front of the class after to explain the picture.

D. Hypothesis

1. Null hypothesis (H_0) the use of storyboard as transmedia does not improve students' speaking ability
2. Alternative hypothesis (H_1) the use of storyboards as transmedia improves students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used true-experiment design in a quantitative approach to improve the students' speaking ability through storyboard as media in the classroom of the 11th students of MAN 4 Bone. A true experiment is a real research design in which the researcher will have complete control over all external variables that affect the experiment's outcome. The characteristic of true experiments, according to Sugiyono (2017: 75), is that the samples used for experiments and as control groups are drawn at random from specific populations. As a result, there is a control group and the sample is selected at random.

According to Sugiyono (2017:75), there are two types of true experimental design: posttest only control design and pretest-posttest group design. The researcher conducts an experimental research design on this as a pretest-posttest control group design. According to Sugiyono (2017: 76), there are two groups in this research design, each of which is selected at random. The first group received treatment, while the second did not. The group that receives treatment will be known as the experimental group, while the group that does not receive treatment will be known as the control group. The effect of treatment will be analyzed in this study using a different test; if there is a significant difference between the experimental and control groups, then the treatment given will have a significant effect.

Based on the research design describe above, the pretest posttest control design research design is as follows:

Table 3.1
The Research Design

R	O₁	X	O₂
R	O₃	-	O₄

(Sugiyono, 2017:76)

- R : Group selected at random.
 X : Treatment in the experimental group.
 - : Treatment of the control group.
 O₁ : Pre-test in the experimental group.
 O₂ : Post-test in the experimental group.
 O₃ : Pre-test in the control group.
 O₄ : Post-test in the group control.

Based on the table above, in the true-experimental group, a pretest and posttest (O₁:O₂)-(O₃-O₄) to observe the pre-test to know the students' knowledge before giving the treatment and post-test following treatment. Furthermore gave treatment (X) in experimental class and (-) in control class.

After the two groups completed the test after receiving treatment, the results were compared or tested for differences. If the difference between the two values in the experimental and control groups is significant, the treatment gave a significant effect.

B. Research Variables

There are two variables of the true-experimental study, namely the independent variable and the dependent variable. According to Arikunto in Misagi (2017), an independent variable is the variable that is influenced by another variable to achieve what is expected by the researcher while the

dependent variable is the result that is expected through implementation of the independent variable. There are two variables in this research:

1. Independent Variable

The independent variable in this research is storyboard as transmedia.

2. Dependent Variable

The dependent variable in this research is speaking ability.

C. Population and Sample

1. Population

The population in this research was from the XI grade students of MAN 4 Bone which consists of 3 parallel classes. There are XI IPA 1, XI IPA 2 and XI IPS. Class XI IPA 1 consists of 31 students, class XI IPA 2 consists of 33 students, and XI IPS consists of 37 students, with total of 101 students. It can be seen in the following table:

Table 3.2
Population of the research

Class	Students
XI IPA 1	31
XI IPA 2	33
XI IPS	37
Total	101

2. Sample

Samples are part of the population. The researcher used simple random sampling. According to Sugiyono (2017: 82), it is simple because

the sample members are drawn at random from the population without regard for strata. (XI Ipa 1 and XI Ipa 2) are the research samples, one class is used as an experimental group (XI Ipa 1), and one class is used as a control group (XI Ipa 2). The specifics are as follows:

Tabel 3.2
Sample

Group	Class	Students
Experimental	XI Ipa 1	31
Control	XI Ipa 2	33
	Total	64

D. Research Instrument

The instrument of this research was an oral test the researcher used report text. Both the experimental group and the control group were given the tests, especially pretest before giving the treatment and posttest after giving treatment. The pre-test will be given to see the students' knowledge in speaking in the terms of pronunciation . For the treatment, the researcher prepared the storyboard and slides material for the students. The post-test will be given to find the result after giving the treatment. In the pre-test and post-tets the students will be asked to come in front of the class one by one to explain the picture in terms of report text.

E. Data Collection

The procedure of collecting data in this research cover the following steps as follows:

1. Pretest

The researcher showed three pictures and the students will choose

one of the picture after that the students will have five until ten minutes to construct the description and the students will be ask to come in front of the class to present their picture that have been chosen to measured students speaking in terms of pronunciation in stress word.

2. Treatment

1) Experimental group

The following are the steps that will be taken in the experimental class until the third meeting:

- a) Briefly explain to students how to implement storyboards.
- b) Carry out the learning process in class using storyboard in report text material.
- c) After explaining the material and giving the example the students will be asked to make an example about the topic of the report text.

2) Control group

- a) Following the first meeting, the researcher uses the lecture method, followed by practice and assigningfment.
- b) During the second meeting, the researcher uses the lecture method to present the report text material.
- c) After explaining the material and giving the example the students will be asked to make an example about the topic of the report text.

3. Posttest

After the treatment, the researcher gave a Posttest. The posttest was similar to the pretest. The aim of the posttest to find the result of the treatment.

F. Data Analysis

The data obtain from the test will analyzed by used the procedure as follows:

1. Classifying the score of pronunciation

Classification	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using pronunciation
Very good	86-95	They speak effectively and very good of using pronunciation
Good	76-85	They speak effectively and good of using pronunciation
Fairy good	66-75	They speak sometimes hastily and fairly good of pronunciation.
Fair	55-65	They speak sometimes hasty and fair of pronunciation.
Poor	36-55	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0-35	They speak very hasty and more sentences are not appropriate using pronunciation and little or no communication.

(Harmer as cited in megawati, 2021)

- The classification of the students' score calculating the mean score of the students' speaking test by using the following formula :

$$x = \frac{\sum d}{N}$$

Notes :

X = mean score

Σd = total of students' score

N = the number of students'

3. The percentage of the students' improvement in speaking ability is identified by using the formula as follow:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

P = the percentage of the student's improvement

X_1 = the mean score of Pre-test

X_2 = the mean score of post-tests

(Humaerah, 2018)

4. Finding the significant difference between pretest and post-test by using formulas.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{where, } \bar{D} = \frac{\sum D}{N}$$

t = Test of significance

\bar{D} = The mean of different score

$\sum D$ = the sum of total score of significance

$\sum D^2$ = the square of the sum for difference

N = the total number of subjects

(Gay, 2006:331)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the finding section, the researcher presents findings based on data collected during research. The aim of this study would find out the significance difference between the students speaking in the terms of pronunciation who are taught the use of Storyboard as Transmedia and those who taught through the use of lecturer method. The explanation can be seen as follows:

1. **The Result of Pre-Test and Post-Test for Experimental Group.**

- a. The result of students' speaking ability in terms of pronunciation in pre-test and post-test for experimental groups.

The pre-test and post-test was aimed to discover the equity of the experimental group before and after administering treatments. It was conducted to eleventh grade students of MAN 4 Bone. The pre-test and post-test involved 31 students that divided into class XI IPA 1 was an experimental group. This study assessed one aspect of speaking, namely pronunciation.

The table below would describe the result of students' speaking ability in pre-test and post-test for experimental groups.

Table 4.1 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

Table 4.1 show that the mean score of the students pretest was 45.48 before the treatment was given, and it increased to 73.06 in the posttest after the treatment was given. The experimental group students' use of storyboards in the learning process has improved as a result 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 was 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. The pre-test and post-test involved 33 students that divided into class XI IPA 2 as a control group.

This study assessed one aspect of speaking, namely pronunciation.

Table 4.2 The result of students mean score in pretest and post-test for control group

Speaking Ability	Mean Score in Pre-Test and Post-test Control Group	
	Pre-Test	Post-Test
Pronunciation	45.45	63.93

Table 4.2 show that the mean score of the students pretest in control group was 45.45 before the treatment was given, and it increased to 63.93 in the posttest after the treatment was given.

3. The Result Percentage of Students Improvement in Speaking Ability For Experimental and Control Group

Table 4.3 The result of students improvement in speaking ability in terms of pronunciation for experimental and control group

Speaking Ability	Percentage of the students improvement	
	Experimental Group	Control Group
Pronunciation	60%	40%

Based on the table 4.3, the experimental group percentage rise is greater than the control group. The experimental group percentage improvement from table 4.5 was (60%) while the control group percentage improvement was (40%). Table 4.5 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 students 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 4.4 Group Statistics of Pre-Test and Post-Test in Experimental and Control Group

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimen in pretest	31	45.48	7.229	1.298
Control in pretest	33	45.45	8.603	1.498
Experiment in posttest	31	73.06	7.150	1.284
Control in posttest	33	63.93	8.638	1.504

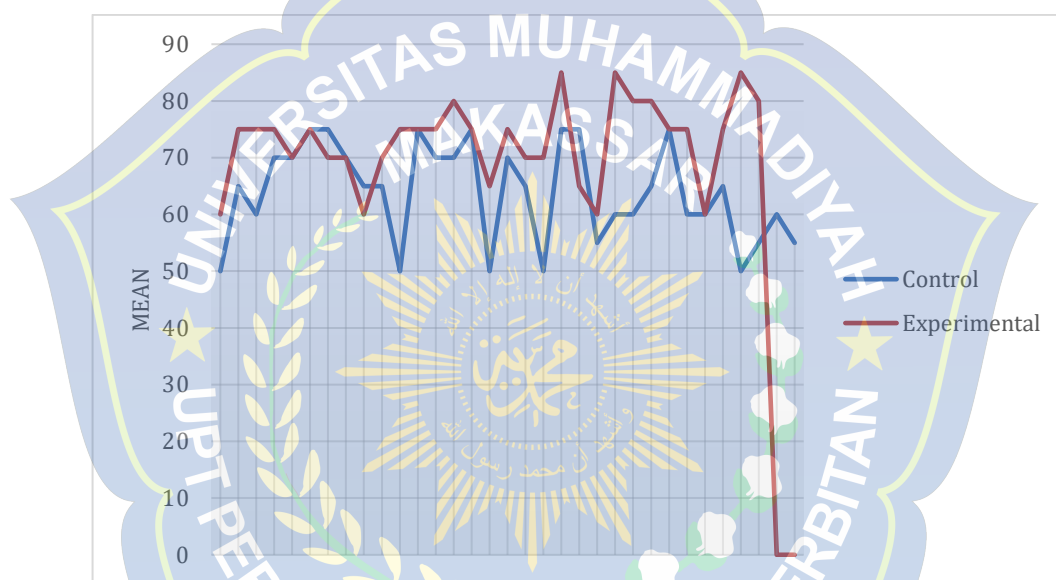
Table 4.4 provides statistical results of pre-test and post-test in both classes, experimental group and control group. N means number of samples from each class. Experimental and control classes consist of 33 and 31 in this research. Based on table 4.6, it is discovered that the mean score of students' 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.

Table 4.5 Independet Sample Test of Pre-Test and Post-Test in Experimental and Control Group

t-test for equality of means	
Test	Sig. (2-tailed)
Pretest equal variances assumed	.988
Posttest equal variances assumed	.000
Gain equal variances assumed	.000

Table 4.5 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 4.1 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 graphic 4.1 , the experimental group performed considerably better than the control group based on the average values of the graphic the experimental group was higher then control group. In the other words, **there is an improvement of using Storyboard as Transmedia to Improve Students' Speaking Ability.**

B. Discussion

In this section, the researcher presented the discussion about the research findings about the research question of does the use of storyboard as transmedia improve students speaking ability in terms of pronunciation.

This research was conducted to find out students' speaking ability in terms of pronunciation with the process of learning using storyboard as transmedia and without using storyboard as transemdia. The methods of treatments used to teach the class were different, where the experimental group was taught by using a storyboard as transmedia and the control group using a lecture method.

Before giving treatment, the data of the result mean score of experimental group was 45.48 and the control group was 45.45, after given treatment the result mean score of experimental group was 73.06 while the result mean score of control group was 63.93 and the outcomes percentage of the students' speaking abilities improvement in terms of pronunciation, shows that the experimental group was 60% while the control group was 40%. Thus , the experimental group is deep learning using storyboard as transmedia was higher then the control group with lecturer method. From the result of the analysis, it can be concluded that the use of Storyboard as Transmedia Improves Students' Speaking Ability.

Then, the treatment that had been stated in the previous findings of this research conducted by Ramasari (2020) The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking. Findings revealed that

Project-Based Learning using storyboards significantly improved students' speaking achievement, with a significant value (2-tailed) $0.000 < 0.05$. In addition, 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.

In another research Mansi, (2015) emphasizes audiovisual and uses more than one sense, the storyboard method can be used as a teaching method to assist students in the learning process. In terms of the characteristics of mildly mentally retarded students, storyboard can help them develop their thinking and imagination skills. Another significant benefit is that it can reduce boredom in students learning to read.

As shown by previous research, storyboards are a medium that can be used to teach English language concepts. The results of earlier studies, which heavily relied on storyboards in the teaching of writing, demonstrated that storyboarding might enhance students' writing abilities while also making them more engaged. Storyboards are one of the media that could be utilized in the process of learning English in the classroom because they can encourage students to reflect, create, and be more imaginative when coming up with ideas by involving media into storyboards, which helps students feel more at ease and less easily bored. the same statement made by Mansi (2015) in his research's findings that the storyboard method can be used as a teaching

method to assist students in the learning process. In terms of the characteristics of mildly mentally retarded students, storyboard can help them develop their thinking and imagination skills. Another significant benefit is that it can reduce boredom in students learning to read.

In the study, the researcher employed the same media in the process of learning English in the speaking area, focusing on the students' pronunciation element. The findings indicated that the employment of storyboards as a medium could enhance students' speaking in the pronunciation aspect. The similar study was carried out by Ramasari (2020) with the title *The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking*. With a significant value (2-tailed) 0.000 0.05, the findings demonstrate that project-based learning using storyboards significantly improved students' speaking achievement. In a study by Rama Sari, it is clear that he uses storyboards in project-based learning to teach speaking, and the findings demonstrate that using storyboard significantly improves students' speaking.

It can be concluded that using a storyboard in this situation can help students' speaking abilities. The findings of this study highlight the different way in which researchers assessed students' pronunciation in speaking by using storyboard as transmedia. In order to convey the results or content that has been created, storyboard are said to be transmedia because they are a digital storytelling application in which media images, audio, text, as well as other media can be transformed into content that is produced directly or

created directly on the storyboard website page of storyboard and presented or displayed directly on the storyboard itself. In the other words The Used of Storyboard as Transmedia of 11th Grade Students' MAN 4 Bone can improve students' speaking ability in terms of pronunciation. Then, Storyboard as Transmedia was effective to be used in teaching English especially in Speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings and discussion in the previous chapter, the researcher concluded that using of storyboard as transmedia to improve students' speaking ability of 11th Grade MAN 4 Bone especially for the students' pronunciation. It was proven by the result of analysis in experimental group using storyboard was higher than a control group using lecturer method with the percentage improvement in experimental was higher than a control group. So, this study proved that using storyboard as transmedia improves students' speaking ability in terms of pronunciation. Storyboard are very useful for use in the learning process in the classroom because with storyboard the students' can more active, enthusiastic, creative and eliminate boredom in the learning process in the classroom.

B. Suggestion

There are many strategies or learning methods that will be used in teaching learning progress. But, using Storyboard as transmedia is one way to teach speaking, especially, Pronunciation. There are some suggestions as follows:

1. The teacher should apply the storyboard as a medium in teaching English especially in speaking so that the students' can be more active, creative and enjoy learning English especially in the teaching learning process.

2. For the students must practice their speaking in the context to develop their speaking ability especially in pronunciation. Speaking is a very important aspect for our communication.
3. Future researchers in this research has not been perfect yet, in this suggested for the future researchers to conduct further research in the same field, especially on using Storyboard as Transmedia in improving students' speaking especially in pronunciation.



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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 4 BONE
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X I / Genap
KD/Materi Pokok : 3.5 /Teks Report
Alokasi Waktu : 3 jam pelajaran (3 x 30 menit)/ 3X pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Pengertian Teks Report, contoh dan penggunaannya.
- Memahami struktur dan unsur kebahasaan Teks report
- Memahami penggunaan passive voice

B. Media/alat, Bahan dan Sumber Belajar

Media : lembar kerja (siswa), Lembar penilaian

Alat/Bahan : Laptop, handphone, proyektor/lcd

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI, Internet

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Pengertian Teks Report, contoh dan penggunaannya.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Pengertian Teks Report, contoh dan penggunaannya.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Pengertian Teks Report, contoh dan penggunaannya.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Pengertian Teks Report, contoh dan penggunaannya.</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Pengertian Teks Report, contoh dan penggunaannya.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup	
Peserta	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topik.

Didik	Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio
- **Penilaian sikap** pengamatan sikap, disiplin, tanggung jawab dan kerjasama

Kajuara, 2022

Mengetahui
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Peneliti

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Appendix 2

Learning Material

Pertemuan ke-1

a) Pengertian Report Teks

Report text adalah jenis teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu. Informasi yang diberikan dalam teks laporan misalnya menggambarkan sesuatu seperti benda, manusia, tumbuhan, hewan dan lainnya adalah informasi yang sangat umum.

b) Generic Structure Report Text

Report text terdiri dari dua susunan sistematis yaitu:

1. General Classification

Tahap awal ini merupakan pernyataan mengenai apa yang sedang dibahas secara umum.

2. Description

Tahap kedua ini merupakan sebuah inti yang menjelaskan detail dari general classification, bagian per bagian.

c) Ciri - Ciri Report Text

1. Menunjukkan aspek secara umum
2. Menggunakan Simple Present Tense
3. Menggunakan conditional logical connection, seperti when, so, etc.

d) Contoh Report Teks



Delman is a mode of transportation in the shape of a carriage with two wheels

drawn by horses. Horses are one of the animals that have always been willing to share their energy with humans. Horses and wagons are popular modes of transportation, particularly on the Indonesian island of Java, because they can travel long distances and have a strong stamina and physique. Delman was once used for intercity transportation, particularly before trains and motorized vehicles were available. Wagons are now only used for short distances or in the countryside. This is due to strict regulations governing the operation of wagons, particularly in cities where motorized public transportation is available.

Pertemuan ke-2

a) Pengertian Report Teks

Report text adalah jenis teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu. Informasi yang diberikan dalam teks laporan misalnya menggambarkan sesuatu seperti benda, manusia, tumbuhan, hewan dan lainnya adalah informasi yang sangat umum.

b) Generic Structure Report Text

Report text terdiri dari dua susunan sistematis yaitu:

3. General Classification

Tahap awal ini merupakan pernyataan mengenai apa yang sedang dibahas secara umum.

4. Description

Tahap kedua ini merupakan sebuah inti yang menjelaskan detail dari general classification, bagian per bagian.

c) Ciri - Ciri Report Text

4. Menunjukkan aspek secara umum
5. Menggunakan Simple Present Tense
6. Menggunakan conditional logical connection, seperti when, so, etc.

d) Contoh Report Teks



Microphone

In Indonesian, a microphone is an electronic device or component that can convert acoustic energy (sound waves) into electrical energy (audio signal). A microphone (Microphone) is a type of transducer that serves as a component or a means of converting one type of energy into another type of energy. Each type of microphone converts its energy form in a different way, but they all have one thing in common: they all have a main part called the diaphragm.

Pertemuan ke-3

a) Contoh Report Teks



A wall clock

A wall clock is a clock that operates in a specific location or is usually displayed on a wall. Wall clocks are frequently used as decorations or as room decorations. Unlike watches, which are small in size, wall clocks are large enough that this wall clock can be seen from a distance. Analog and digital wall clocks are available. Wall clocks are typically powered by batteries. However, there are those who use electricity. Wall clocks are typically circular in shape. Wall clocks can be square as well as circles.

Pertemuan ke-4

a) Contoh Report Text



Gramophone

A gramophone is a machine that reproduces sound and music from vinyl records. This pentagon-shaped wooden box contains a special tool for playing vinyl records, and the sound can be heard through a copper instrument shaped like a

large trumpet. Once the record is attached, turn the hinge until it feels heavy, which shouldn't take long. Then, place the needle-shaped stylus on the edge of the record "he stated. This stylus is used to record the deviation of sound waves recorded on vinyl records and then send them to a loudspeaker. The sound of music from LPs will be read, and the resulting sound will be clearer than that of a cassette tape." The gramophone's LPs can only play one song at a time.



Appendix 3

Instrumen Penelitian

(Pre-test)



(source : google)

Instructions:

1. Choose one picture.
2. After choosing one picture, the students will have five to ten minutes to construct the description.
3. Students will be called one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present.

Instrument Penelitian

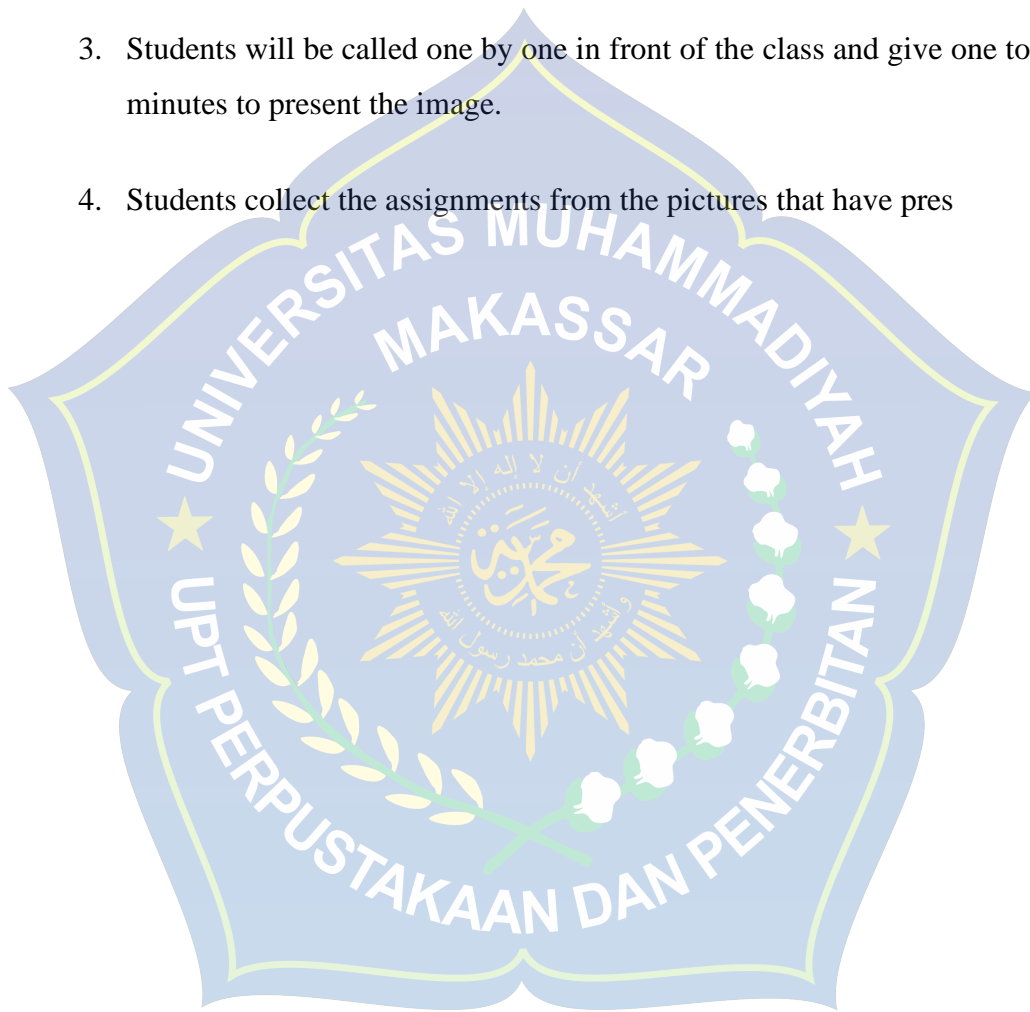
(Post-test)



(Source: Google)

Instructions:

1. Choose one picture.
2. After choosing one picture, the students will have five to ten minutes to construct the description.
3. Students will be called one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have pres



Appendix 4

Data result of experimental group and control group

1. Score of Students' Speaking in Pre-Test and Post-Test in Experimental Group

Sample	Pre-test	Post-test
S-1	30	60
S-2	50	75
S-3	50	75
S-4	50	75
S-5	35	70
S-6	50	75
S-7	50	70
S-8	50	70
S-9	35	60
S-10	50	70
S-11	50	75
S-12	50	75
S-13	50	75
S-14	50	80
S-15	35	75
S-16	50	65
S-17	50	75
S-18	35	70
S-19	35	70
S-20	55	85
S-21	40	65
S-22	40	60
S-23	50	85
S-24	50	80
S-25	50	80
S-26	50	75
S-27	50	75
S-28	35	60
S-29	35	75
S-30	50	85
S-31	50	80
Total (Σ)	1.410	2.265
Mean score (\bar{X})	45.48	73.06

2. Score of Students' Speaking in Pre-Test and Post-Test in Control Group

Sample	Pre-test	Post-test
S-1	30	50
S-2	50	65
S-3	35	60
S-4	30	70
S-5	50	70
S-6	50	75
S-7	50	75
S-8	50	70
S-9	50	65
S-10	50	65
S-11	50	50
S-12	65	75
S-13	35	70
S-14	50	70
S-15	50	75
S-16	50	50
S-17	60	70
S-18	35	65
S-19	50	50
S-20	50	75
S-21	50	75
S-22	45	55
S-23	50	60
S-24	35	60
S-25	35	65
S-26	50	75
S-27	40	60
S-28	50	60
S-29	35	65
S-30	35	50
S-31	50	55
S-32	50	60
S-33	35	55
Total (Σ)	1.500	2.110
Mean score (\bar{X})	45.45	63.93

3. Gained Score of Students' Speaking in Pre-Test and Post-Test in Experimental Group

Sample	Pre-test	Post-test	Gain Score Experimental
S-1	30	60	0.4286
S-2	50	75	0.5000
S-3	50	75	0.5000
S-4	50	75	0.5000
S-5	35	70	0.5385
S-6	50	75	0.5000
S-7	50	70	0.4000
S-8	50	70	0.4000
S-9	35	60	0.3846
S-10	50	70	0.4000
S-11	50	75	0.5000
S-12	50	75	0.5000
S-13	50	75	0.5000
S-14	50	80	0.6000
S-15	35	75	0.6154
S-16	50	65	0.3000
S-17	50	75	0.5000
S-18	35	70	0.5385
S-19	35	70	0.5385
S-20	55	85	0.6667
S-21	40	65	0.4167
S-22	40	60	0.3333
S-23	50	85	0.7000
S-24	50	80	0.6000
S-25	50	80	0.6000
S-26	50	75	0.5000
S-27	50	75	0.5000
S-28	35	60	0.3846
S-29	35	75	0.6154
S-30	50	85	0.7000
S-31	50	80	0.6000

4. Gained Score of Students' Speaking in Pre-Test and Post-Test in Control Group

Sample	Pre-test	Post-test	Gain Score Control Group
S-1	30	50	0.2857
S-2	50	65	0.3000
S-3	35	60	0.3846
S-4	30	70	0.5714
S-5	50	70	0.4000
S-6	50	75	0.5000
S-7	50	75	0.5000
S-8	50	70	0.4000
S-9	50	65	0.3000
S-10	50	65	0.3000
S-11	50	50	0.0000
S-12	65	75	0.2857
S-13	35	70	0.5385
S-14	50	70	0.4000
S-15	50	75	0.5000
S-16	50	50	0.0000
S-17	60	70	0.2500
S-18	35	65	0.4615
S-19	50	50	0.0000
S-20	50	75	0.5000
S-21	50	75	0.5000
S-22	45	55	0.1818
S-23	50	60	0.2000
S-24	35	60	0.3846
S-25	35	65	0.4615
S-26	50	75	0.5000
S-27	40	60	0.3333
S-28	50	60	0.2000
S-29	35	65	0.4615
S-30	35	50	0.2308
S-31	50	55	0.1000
S-32	50	60	0.2000
S-33	35	55	0.3077

APPENDIX 5

DATA RESULT SPSS

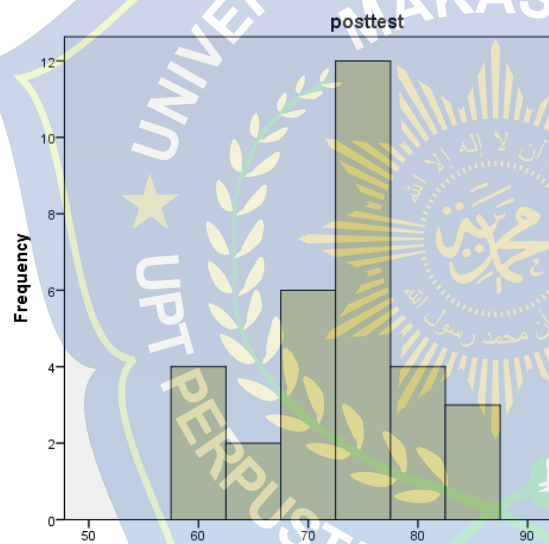
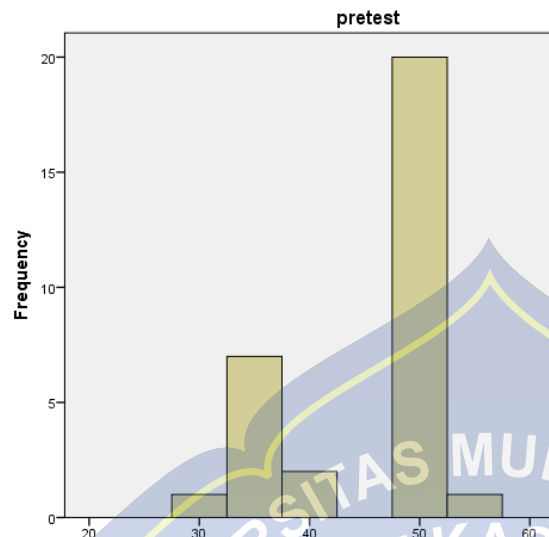
1. Descriptive statistics

a. Experimental Group

Descriptive Statistics

		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
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

Histogram

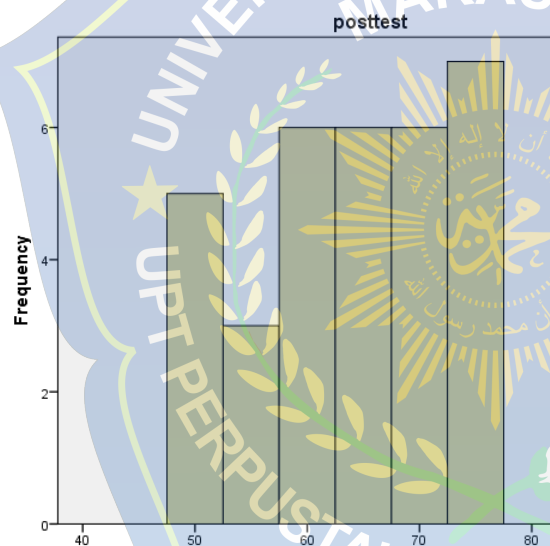
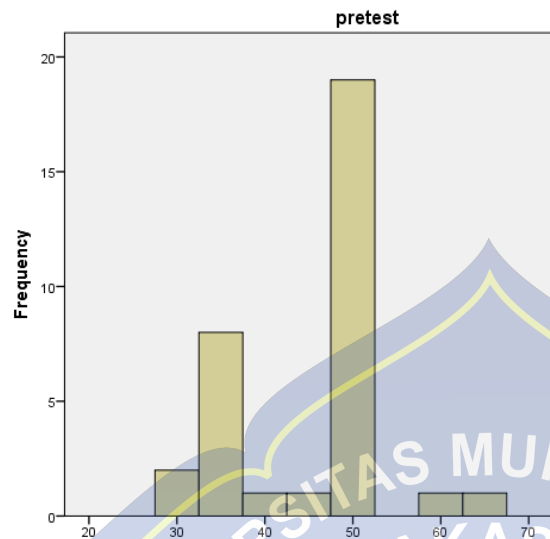


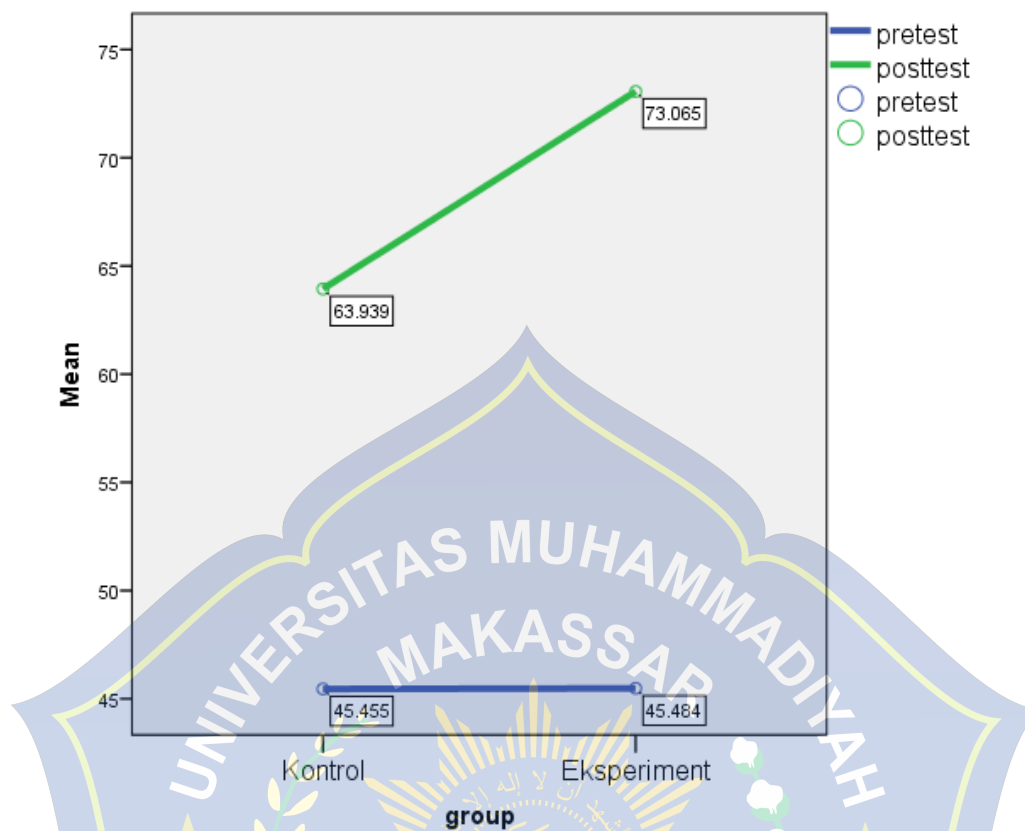
b. Control Group

Descriptive Statistics

		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

Histogram





2. Test of Hypothesis (Independent Sample T-test)

Group Statistics

	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

Independent Samples Test

		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

APPENDIX 6

Formative / Manual Calculations

- a. The students' mean score of the pre-test and post-test in speaking ability in terms of pronunciation in experimental group.

$$\text{Pre-test: } \bar{X}_1 = \frac{\sum x}{N} \bar{X}_1 = \frac{\sum X}{N} = \frac{1.410}{31} = 45.48$$

$$\text{Post-test: } \bar{X}_2 = \frac{\sum x}{N} \bar{X}_2 = \frac{\sum x}{N} = \frac{2.265}{31} = 73.06$$

- b. The students' mean score of the pre-test and post-test in speaking ability in terms of pronunciation in control group.

$$\text{Pre-test: } \bar{X}_1 = \frac{\sum x}{N} \bar{X}_1 = \frac{\sum X}{N} = \frac{1.500}{33} = 45.45$$

$$\text{Post-test: } \bar{X}_2 = \frac{\sum x}{N} \bar{X}_2 = \frac{\sum x}{N} = \frac{2.110}{33} = 63.93$$

- c. The percentage of the students improvement in speaking ability in terms of Pronunciation for experimental group

$$p = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$p = \frac{73.06 - 45.48}{45.48} \times 100\%$$

$$p = \frac{27.58}{45.48} \times 100\%$$

$$P = 0.60 \times 100 = 60\%$$

- d. The percentage of the students improvement in speaking ability in terms of Pronunciation for control group

$$p = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$p = \frac{63.93 - 45.45}{45.45} \times 100\%$$

$$p = \frac{18.48}{45.45} \times 100\%$$

$$P = 0.40 \times 100 = 40\%$$

The Students' XI (Experimental and Control Class) Answer

(Pre-test)



(source : google)

Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present.

* Jawaban *

1. Clock use who is young / Proper

2. Clock have a shape circle and have more than, brown black

3.

SP

(Pre-test)



(source : google)

Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present.

Nama : A.MUH ZEHAN ABUNISYAR
 kelas : XI MIA I

* Jawaban *

1. I have radio is colour black use around the word you

FD

(Pre-test)



(source : google)

Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present.

nama = Imayanti
KIS = XI MIAJ

* Clock *

* Clock use who is young / people.

* Clock have a shape circle and have more than, brown and black

* See the time

50

A. Pratiwi,

(Pre-test)



(source : google)

Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present.

Folding bike, this bike has many specific parts, such as chains, brakes, tires, gears and various other bikes.

5/8/19

(Pre-test)



(source : google)

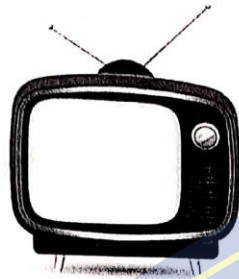
Instructions:

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2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present.

a watch or watch is a timepiece ~~watch~~ that is. worn on the human wrist with a time display that must increase. the clock in the picture above is brown this clock is used daily.

56

(Post-test)



Instructions:

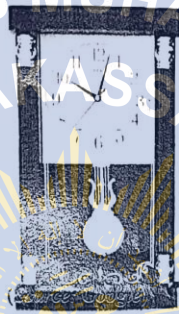
1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present

1. Jawa clock

81

2. Clock walls are clocked hours or weekly on display on the wall.
wall clock can also be used as a display or as Indian
calendar
beda with a wide size watch wall clock has a size enough
that this wall clock will be early visible for today

(Post-test)



Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.

4. Students collect the assignments from the pictures that have present

* Becak *

Becak is a three-wheeled mode of transportation that is widely found in various parts of Indonesia. Generally, the becak can be carried 2 people. this vehicle is driven by human power, such as a bicycle, in tricycles. the passenger is in the front and the driver pedals the bicycle at the rear

(Post-test)



Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present

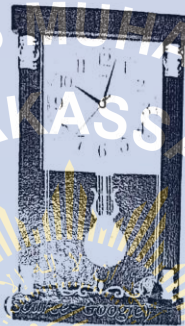
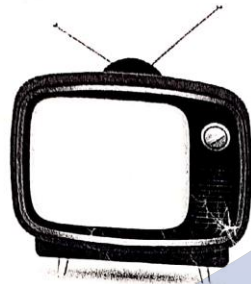
* Television *

Television is a well-known

75

telecommunications medium that functions as a receiver for broadcasting business images and sound, whether in monochrome (black-and white) or in color

(Post-test)



Instructions:

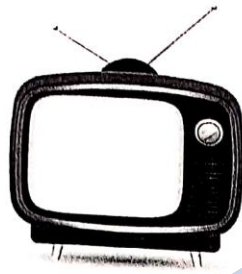
1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present

** Wall clock **

Wall clock is a clock that is functioned by location,
or usually displayed on the wall.
wall clock can also usually be used as decorations
or as decorations in the room.

78

(Post-test)



Instructions:

1. Choose one picture.
2. After choose one picture, the students will have five to ten minutes to construct the description.
3. Students will be call one by one in front of the class and give one to five minutes to present the image.
4. Students collect the assignments from the pictures that have present

A. Arsam - Safa'at

Television is use for telling news or events that are almost similar to radio but television has images that can be displayed. Television has many sizes. Some are large and some are small.

75

Appendix 7

Supporting Documents


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Assalamu Alaikum Warahmatullahi Wabarakatuh

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Nama : Nahdaniar
 Stambuk : 105351104118
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : Pude / 24-07-2000
 Alamat : Jln.Sultan Alauddin 3 lorong 3

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: USING STORYBOARD AS TRANSMEDIA TO IMPROVE STUDENTS' SPEAKING ABILITY OF 11th GRADE MAN 4 BONE.

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 19 Muharram 1444 H
 16 Agustus 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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No. Stambuk : 10535 1104118
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

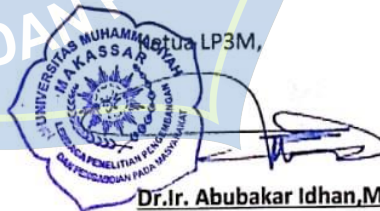
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

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

Yang akan dilaksanakan dari tanggal 19 Agustus 2022 s/d 19 Oktober 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



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Nama Mahasiswa : Nahdaniar
NIM : 105351104118
Judul Penelitian : "Using Storyboard as Transmedia to Improve Students' Speaking Ability of 11th Grade MAN 4 Bone"
Tanggal Ujian Proposal : 08 Agustus 2022
Tempat/Lokasi Penelitian : MAN 4 Bone

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin / 22 - 08 - 2022	Pengenalan dan pre - test	Sulastri, S.Pd.	
2	Rabu / 24 - 08 - 2022	treatment	Sulastri, S.Pd.	
3	Senin / 29 - 08 - 2022	Treatment	Sulastri, S.Pd.	
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

6	Pabu/7-09-2022	treatment	Sulastri, S.Pd	A
7	Senin/12-09-2022	treatment	Sulastri, S.Pd	A.
8	Pabu/14-09-2022	Post-test	Sulastri, S.Pd	A.
9				
10				

2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Svam, S.Pd., M.Pd
NBM. 977 807

Wakil Kepala Sekolah,
Makassar 4 Bone

Dr. Muhammad Irfan, S.Pd
NIP. 19780228 200710 1 003

BAK-PT | Terakreditasi Institusi





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BONE
MADRASAH ALIYAH NEGERI 4 BONE
Jalan Poros Bone Sinjai Kel. Awangtangka Kec. Kajuara Kab. Bone
Kode Pos 92776 Email: mankajuara.bone@yahoo.com



SURAT KETERANGAN

No: B-440/Ma.21.03.4/PP.00.6/10/2022

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri (MAN) 4 Bone Kabupaten Bone menerangkan bahwa :

1. Nama : NAHDANIAR
2. Jenis Kelamin : Perempuan
3. Tempat / Tanggal Lahir : Pude / 24 Juli 2000
4. NIM : 105351104118
5. Program Studi : Pendidikan Bahasa Inggris
6. Pekerjaan / Lembaga : Mahasiswa (S1) / UNISMUH Makassar
7. Alamat : Jl. Sultan Alauddin No. 259 Makassar

Judul Penelitian :

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

Yang bersangkutan adalah benar telah melakukan penelitian di Madrasah Aliyah Negeri 4 Bone pada Tanggal 19 Agustus sampai 19 Oktober 2022.

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 20 Oktober 2022
Kepala Madrasah



HAMMAD IRFAN



UNIVERSITAS NEGERI MAKASSAR
FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM
JURUSAN MATEMATIKA
PUSAT KONSULTASI DAN ANALISIS DATA PENELITIAN

Sekretariat: Kampus UNM Parangtambora, Jl. Dr. Tata Rava, Jurusan Matematika FMIPA Lt. 2, Gd. FG
analisisdata@unm.ac.id

SURAT KETERANGAN ANALISIS DATA

No: 008/PKADP.Mat.UNM/IX/2022

Berdasarkan data yang dihasilkan oleh:

Nama : Nahdaniar

NIM : 105351104118

Program Studi : Pendidikan Bahasa Inggris

Universitas : Universitas Muhammadiyah Makassar

Judul Skripsi : Using Storyboard as Transmedia to Improve Students' Speaking Ability of 11th Grade MAN 4 Bone

untuk dibantu mengolah data dan diskusi interpretasi hasil analisis data. Oleh karena itu, tim analisis data melakukan analisis pada data yang diberikan sesuai dengan kaidah dasar statistika.

Apabila dikemudian hari, terdapat perbedaan hasil analisis dan yang dilaporkan, maka yang benar adalah yang dikirim dan diarsipkan di kami (PKADP Jur. Matematika UNM).

Demikian surat keterangan analisis data ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Makassar, 3 Oktober 2022

Analisisator,
Ketua PKADP,



H. Sukarna, S.Pd., M.Si.
NIP. 19730313 200003 1 001



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0638/BG-FKIP/LOA/B/XII/1444/2022

Dear NAHDANIAR

It is our pleasure to inform you that, after reviewing your paper:
**USING STORYBOARD AS TRANSMEDIA TO IMPROVE STUDENTS'
SPEAKING ABILITY OF 11th GRADE MAN 4 BONE**

The manuscript ID: 453

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jcie@bg.unismuhmakassar.ac.id

Makassar, 7 December 2022 M
13 Jumadil Awal 1444 H

**Head of English Education Department
Faculty of Teacher Training and Education**

Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



Terakreditasi Institusi

Appendix 8

Documentation

Pre-Test in Control Group



Pre-Test in Experimental Group



Treatment in Experimental Group



Treatment in Control Group



Post-Test in Experimental Group



Post-Test in Control Group



CURRICULUM VITAE



Nahdaniar, was born in Pude July 24th 2000. From the marriage of her parents Nahrudin and Darnawati. She is the second child of her family.

She started her education in Elementary School at SD INPRES 12/79 Pude and graduated in 2012. After finishing her study in Elementary School, she continued her study in Junior High School at SMP Negeri 1 Kajuara and graduated in 2015. Then she continued her study in MAN 4 Bone and graduated in 2018. In the same year, she continued her study at English Education Department in Universitas Muhammadiyah Makassar.

At the end of her study, she could finish her thesis entitle ***“Using Storyboard as Transmedia to Improve Students’ Speaking Ability of 11th Grade MAN 4 Bone ”.***