

# The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking to the 10th Grade Students

Desi Ramasari\*, Erlina, Hesti Wahyuni Anggraini

*Department of Language and Arts, Universitas Sriwijaya, Indonesia*

\*Corresponding author. Email: [desiramasari444@gmail.com](mailto:desiramasari444@gmail.com)

## ABSTRACT

This paper is aimed to examine whether or not (1) there was any significant difference in students speaking achievement of the tenth-grade students of SMA Negeri 2 Banyuasin III before and after they were taught through Project-Based Learning (PBL) method using storyboard, (2) there was any significant difference in students' speaking achievement of 10th-grade students of SMA Negeri 2 Banyuasin III between the experimental group taught through PBL using storyboard and the control group who were not, and (3) to know students' perspectives using PBL method. Sixty-three students of tenth-grade were chosen as the subject. They were divided into two groups 32 students of Experimental group and 31 students of Control group. They were selected purposive sampling. The data were collected through pre- and post-tests and questionnaires. Pair sample t-test and independent t-test were used to analyse the data. The result showed that PBL using storyboard has significantly enhanced the students' speaking achievement with significant value (2-tailed)  $0.000 < .05$ . It means that PBL can be an alternative learning method for students to enhance their speaking achievement.

**Keywords:** *Project-based learning method, Storyboard, Teaching, Speaking.*

## 1. INTRODUCTION

In the 21st century, 12 skills are required of the students, according to the Applied Educational System [1], for instance, critical thought, creativity, collaboration, communication, information literacy, media literacy, technological literacy, flexibility, leadership, initiative, competitiveness, and social skill. Communication was the most demanding skill of learning a language. A student has been challenged to be a good English speaker among many people around the world. Communication is part of speaking skills and can be used to communicate and develop ideas in language learning. Speaking was usually an essential English language skill used by people in different roles and purposes for communication. [2] added that learning how to say was useful for learners to communicate successfully and express themselves in society. Therefore, the learner should face a modern method of learning speaking in the 21st century.

The speaking problems that the students face in this 21st century are: the students are passive in the class, the students are lack vocabulary, the students were hard

to pronoun the word correctly, and also the students learn English just for the test, not for what they need in the real situation. The students' main challenge was that the teacher used the textbook and did not use proper media during the learning process [3]. They were concerned only with theory without speaking in practice during the learning process. Therefore, the teacher should have a creative technique in teaching. The teacher needs to teach the students by using exciting and suitable techniques in teaching speaking.

Regarding an informal interview with one of SMA Negeri 2 Banyuasin III's English teachers, there have been five problems in which students speak English: the students did not have much vocabulary and tended to be quiet at school; the students said the word incorrectly; when speaking, the students did not use the right grammar, they misunderstood what they could say; since the student would not use English in and outside a classroom, the students were passive in speaking English; the students were afraid of making mistakes, they were not sure that they could speak English with their peers and teachers.

The 2013 Indonesian school curriculum described the teaching of English-speaking subjects. The students of the 10th grade had to study three types of text. The narrative text was one of them. Narrative text can help students to arrange their concepts and explore new ideas with other students. The writer expected students to construct stories in writing and speaking style in an active and communicative environment. Therefore, the writer uses a storyboard as an implementation of the Project-Based Learning method.

PBL is one of the most common methods to make students active, creative, communicative, critical thinking, and innovative. Moreover, PBL is a modern approach used to design and create learning processes for learners at different levels and contexts [4]. Ministry of Education and Culture (2013) [5] defines, "Project-Based Learning is a teaching method which uses projects or activities as the core media in the teaching and learning process in which the students have full authority to gain knowledge in their way; meanwhile, the teacher acts as a facilitator toward the students' learning process." Furthermore, project-based learning encourages more vital learning skills, including collaborative skills, critical thought, innovative thinking, responsibility, and communication [6]. According to [7], PBL goals help the students develop flexible knowledge, practical problem-solving skills, self-directed learning, practical collaboration skills, and intrinsic motivation of learning activities. Therefore, Project-Based Learning is an appropriate method in the teaching process.

To support this study, some investigations related to the Project-Based Learning storyboard in speaking, according to Permatasari [8], analyse her research with the title. "Improving students' speaking skill through Project-Based Learning for second graders of SMPN 1 Kawedanan, Magetan" She found that the teacher has a significant role in improving the instructional approach by project-based learning. The student gave the project-based learning a positive response. Based on what they did, the students love conversation and success. The findings show that 85% of them could participate in group debates, and 85% of them could participate in the KKM.

Moreover, the storyboard project can enhance students speaking achievement. According to Doherty & Coggeshall [9], a storyboard will reflect students' comprehension of the subject, in which they retell the story by a combination of words and pictures. The teacher can use storyboards as one of the learning strategies in teaching processes. Based on these observations, it can be inferred that a storyboard is a tool for preparation that helps learners by visualizing their story in a series, to think critically and creatively. This approach leads learners to storm their stories and draw the beginning and end of the narrative. They will

add the words or phrases in each image as an example. The students can make their final draft of the storyboard. The last Adersson, Eriksson, and Obery [10] found that the storyboard has been a complementary method for improving new project creation's previous experience. In other words, the storyboard will make students in the teaching and learning practice more imaginative and innovative. The combination of project-based learning and storyboard has a positive impact on the student learning process.

Based on the discussion above, it can be said that the use of storyboard as an implementation of PBL has some advantages. The meaning of the story was conveyed in chronological order by the students using a storyboard. By recreating the story with a mixture of words and pictures, they showed their comprehension of the subject. The use of a storyboard was also a successful way to develop students' speaking skills. They quickly clarified the storyboard that they had made. The students could not memorize the whole document word by word because they could tell the story based on the right order. Moreover, telling the story by using a storyboard can make the student interested in learning English.

## **2. METHOD**

This research applied the quasi-experimental design. The total number of populations in the tenth-grade students of SMA Negeri 2 Banyuasin III was 158. They were selected purposively. The criteria for selecting the sample were; first, the students were taught by the same teacher. Second, the student score in the English subject was closely similar. Third, the total number of students was the same. Fourth, the gender of the students in each class was the same 21 females and ten males. In this study, the writer took 63 students. The sample was chosen by using purposive sampling. There were 32 students from X MIPA 3 as the experimental group and 31 students from X MIPA 1 was control group. X MIPA 1 was chosen as control group because the English lesson's average score in the first semester was higher than X MIPA 3 (75.8 > 66.3).

Both groups did the speaking test (pre and post-test) about telling the narrative story under the title "The Legend of Malin Kundang". PBL method was not taught to the control group while the experimental group was taught by the PBL method using a storyboard. Before giving treatment, the writer checked the reading level of the students using the Jenning Informal Reading Assessment. The reading passage consists of two kinds of passage, such as oral passage and silent passage. The level of the silent passage was independent (5-6), instructional (4.5-5), and frustration (4 or less) level. Based on the result of reading students, the students were at the Independent level. Therefore, the speaking

material for the students was based on the result of the reading level of the students.

Instruments of collecting the data were speaking test and questionnaire. The writer gave a speaking test to the students for pre and post-test using PBL in the experimental and control group. The researcher asked the students to make a short video about the legend story. The teaching procedure did in sixteen meetings, forty minutes per session, by using an online class. The application used for this research was Google classroom, Zoom, Whatsapp, and Google Form. In the first meeting, the experimental and control took the pre-test, telling the story of Malin Kundang (3-5 minutes). After that, in the second until the third meeting, the researcher explained about the storyboard, PBL, and narrative text, especially about legend story. Then fourth until the fifteenth meeting, the researcher divided students into some groups. The students discussed making the storyboard draft and presenting the storyboard as the final project through Zoom. At the last meeting, both groups gave the post-test, which was the same as the pre-test. Then the experimental students answered the questionnaire through the Google form.

The test instrument was validated by an English teacher in SMA Negeri 2 Banyuasin III and one English lecturer in Sriwijaya University. The writer based the speaking test on the direct method and lesson. The writer gave the speaking test to the students for pre and post-test using Project-Based Learning in the Experimental and control groups. The writer asked students to tell the legend story. Before describing the

story, they identified the narrative test structure and explained the story based on the story's right structure. During the students speaking performance, the students recorded themselves and sent the video to google classroom. The test was in line with the 2013 curriculum and syllabus to ensure that the speaking achievement content provided is valid.

Meanwhile, the writer used inter-rater reliability—two ratters scoring the test based on the recording and the rubric. The calculation of the ratter’s score used the Pearson Product Moment Correlation. In this study, the researcher found out the speaking scale's reliability using the Correlation Coefficient in SPSS 25. The correlation coefficient of the speaking test from 2 ratters showed that the pre-test of the experimental and control group was 0.981 and 0.998. Meanwhile, the post-test of the experimental and control group was 0.984 and 0.997. Therefore, the result score of the correlation coefficient of the speaking test from two ratters was reliable.

Moreover, before analyzing data, the writer checked the assumption of normality and homogeneity test. The writer used the normality test to determine whether or not the data set had a normal distribution. Considering the sample number, which was more than 50, the writer choses Kolmogorov-Smirnov to test the normality. The data are standard if the p-value was >0.05. The writer summarized the normality test results in experimental and control groups for pre-test and post-test in the table 1.

**Table 1.** Normality Test

Groups	Pretest				Posttest			
	Mean	Std. Dev	Sig.	Kolmogorv-Smirnov Test	Mean	Std. Dev	Sig.	Kolmogorv-Smirnov Test
Exsperimental	49.00	6.891	0.060	0.151	59.00	7.637	0.089	0.240
Control	54.90	11.976	0.200	0.117	51.74	13.709	0.013	0.178

From statistical calculation by using the normality test of the Kolmogorov-Smirnov test, it was found that the students’ speaking test result showed that the data had significant values (2-tailed) of the pre-test in the experimental group was 0.060, and the post-test in the experimental group was 0.089. Because the p-values of pre and post-test experimental groups were higher than 0.05, the experimental data had a normal distribution. Meanwhile, the significant values of pre-test and post-test in the control group were 0.200 and 0.013. Because

the pre-test p-value was higher than 0.05, it concluded that the data had a normal distribution.

To determine the data were homogenous or not. The writer used data from two different groups (experimental and control group) were used the Levene test for monitoring the homogeneity test. The data sets are homogenous if the significant value (2-tailed) is higher than 0.05. The results of the homogeneity test can be seen in the table 2.

**Table 2.** Homogeneity test

Groups	Levene's Statistic	Sig.
Pre-test and Post-test in Eksperimental Group	0.182	0.671
Pre-test and Post-test in Eksperimental Group	1.723	0.194
Pre-test in Experimental and Control Group	6.633	0.201
Post-test in Experimental and Control Group	3.502	0.493

Table 2 showed that the significant values (2-tailed) of pre-test and post-test in the experimental group were 0.671, and the result of the pre-test and post-test in the control group was 0.194. Meanwhile, the pre-test result in the experimental and control group was 0.201, and the post-test in the experimental and control group was 0.493. Therefore, all of the data from the experimental and control group considered homogeneous.

**Table 3.** The result of paired sample t-test

Group	Test	Mean	Mean Difference	T	df	Sig. (2-tailed)
Experimental	Pre	49.00	-	-	31	0.000
	Post	59.00	-10.000	8.722		
Control	Pre	54.00	-	-	30	0.002
	Post	51.74	-3.161	3.362		

Based on the results of the paired sample t-test in the pre-test and post-test of the experimental group, it showed that the mean score of the post-test was higher than pre-test ( $49.00 < 59.00$ ) and the mean difference of pre-test and post-test experimental group was -10.000. Since the p-value (sig. 2 tailed) of the experimental group was 0.000, and it was lower than 0.05, the null hypothesis (HO) was rejected, and (H1) was accepted. Therefore, we can conclude that there was a significant difference in the speaking achievement of 10th-grade

students of SMA Negeri 2 Banyuasin III before and after they were taught using the storyboard as the implementation of Project-Based Learning.

Meanwhile, the result of the paired sample t-test in the pre-test and post-test of the control group showed that the mean score of the pre-test was lower than the post-tests main score ( $51.74 < 54.90$ ). The mean

**Table 4.** The result of independent sample t-test

Group		N	Mean	Mean Difference	T	df	Sig. (2-tailed)
Pre-test	Experimental	32	49.00	-5.903	-2.408	61	0.012
	Control	31	54.90		-2.388	47.592	
Post-test	Experimental	32	59.00	7.258	2.607	61	0.011
	Control	31	51.74		2.585	46.668	

### 3. RESULT AND DISCUSSION

Paired sample t-test was used to see the improvement between before and after the control and experimental groups were taught using the storyboard as the implementation of Project-Based Learning methods. The summary of the paired sample t-test is in the table 3.

difference in the control group was -3.161. Since the p-value (sig. two-tailed) of the control group was 0.002, and it was lower than 0.05, the null hypothesis (Ho) was rejected, and (H1) was accepted. Therefore, there was a significant difference between the mean score of pre-test and post-test of the control group.

#### 3.1. Independent Sample T-test

An independent sample t-test was used to measure the significant difference between control and experimental groups. Moreover, the independent t-test was also used for knowing whether there was a considerable difference in speaking achievement between experimental and control groups the 10th-grade students of SMA Negeri 2 Banyuasin III. The result of the independent sample t-test was shown in Table 4.

Table 4 presents the result of the independent sample t-test. The results showed that the means difference of the pre-test of the experimental and control group was -5.903, and the mean difference of the post-test experimental and control group was 7.258. The p-value of the pre-test of the experimental and control group was less than 0.05 ( $0.012 < 0.05$ ). Moreover, the pre-test experimental group's main score was lower than the control group ( $49.00 < 54.90$ ). It means that there was a significant difference in speaking achievement between the experimental and control group. The result of independent sample t-test in post-test experimental and control was lower than 0.005 ( $0.011 < 0.05$ ).

Therefore, the null hypothesis ( $H_0$ ) was rejected, and the research hypothesis ( $H_1$ ) was accepted. It means that their group was a significant difference in speaking achievement between the students who were taught using the storyboard as implementation Project-Based Learning methods and those who were not. Independent sample T-test also utilized to find out the improvement of the speaking aspect in the pre and post-test experimental and control groups. The result of independents sample T-test can be seen in Table 5.

**Table 5.** The result of independent sample t-test of speaking aspect of control and experimental group (pre-test)

Aspect	Mean (post-test score)		Df	T	Sig. Value
	Experimental	Control			
Comprehension	3.25	2.77	61	3.047	0.003
Fluency	2.78	2.55	61	1.385	0.171
Vocabulary	3.13	2.65	61	2.884	0.005
Pronunciation	2.69	2.42	61	1.617	0.111
Grammar	2.88	2.55	61	2.311	0.024

Table 5 showed an improvement speaking aspect from the pre-test to the post-test for the experimental group. In pre and post-test experimental group, the mean score was comprehension ( $2.56 < 3.25$ ), fluency ( $2.41 < 2.78$ ), vocabulary ( $2.47 < 3.13$ ), pronunciation ( $2.38 < 2.69$ ) and grammar ( $2.44 < 2.88$ ). It means that the result of the post-test was higher than the mean score of the pre-test. Meanwhile, the mean score of the post-test control group was lower than the pre-test. The means score of the pre-test was higher than the post-test in the control group. The mean score of comprehension was ( $2.94 > 2.77$ ), the fluency ( $2.71 > 2.55$ ), vocabulary ( $2.97 > 2.65$ ), pronunciation ( $2.46 > 2.42$ ), and grammar ( $2.74 > 2.55$ ). Moreover, the significant value of the post-test experimental and control group in the speaking aspect was comprehension (0.003), vocabulary (0.005), and grammar (0.024). It showed that the sig. Value of the speaking aspects in comprehension, vocabulary, and grammar were lower than 0.05. It means that there was a significant difference in the three aspects during the sig. Value of fluency (0.171) and the pronunciation (0.111) aspect was still higher than 0.05. It means that there was no significant difference in some aspects. This result was not considered a failure since there were only two aspects below 0.05.

The lack of improvement in these two aspects was probably because of the number of the treatments (meetings) which were too short for teaching speaking skill. This study only used 16 sessions through online

classes. It was not enough to make students speaking ability improved. Furthermore, the writer found it hard to explain and discuss the material using the internet. The students and teacher have different places and a different internet connection; therefore, the writer was not a concern in some aspects, especially in the fluency and pronunciation of the students. That was probably the case that the next researcher has to pay attention to.

### 3.2 The Result of Questionnaire

In order to know the students' perspectives on Project-Based Learning in learning speaking. The questionnaire was given to the experimental group, which was taught by the storyboard as the implementation of Project-Based Learning method. The questionnaire consisted of 33 questions which were categorized in strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The questionnaire was distributed after the experimental group has given the treatment. The results of the questionnaire were shown in Table 6.

From Table 6, the questionnaire showed that the students' perspectives in learning speaking using Project- Based Learning. There were 34% or 11 students agree and there were 66% or 21 students strongly agree. It means that the students' perceptions about the use of Project- Based Learning can improve students' speaking achievement.

**Table 6.** The result of independent sample t-test of speaking aspect of control and experimental group (pre-test)

Interval	Category	Frequency	%
0 - 19.99%	Strongly disagree	0	0
20% - 39.99%	Disagree	0	0
40% -59.99%	Netral	0	0
60% - 79.99%	Agree	11	34
80% -100%	Strongly Agree	21	66
	Total	32	100

### 3.3 Discussion

Based on the findings of this study, several interpretations can be drawn. It was found that the use of storyboard as an implementation of PBL was effective and can be an alternative to improve student speaking's achievements of the tenth-grade students of SMA Negeri 2 Banyuasin. In the other hand, the use of storyboard as the implementation of PBL method could enhance students' speaking achievement.

Patton [11] stated that PBL is a process for developing, preparing, and executing actions to create, produce and deliver the project. Moreover, PBL also makes students more active and creative in doing the project. In other words, PBL focused on student-centre, not teacher-centre. In this study, storyboard as a teaching and learning medium is an alternative way to make students more creative, critical, and collaborative. The storyboard improved the students' speaking skill. This study found that there were some factors that storyboard can improve students speaking achievement in the experimental group. The first, the students were easy to understand the story because telling the narrative text by using the storyboard was interesting and made student enjoy reading the story. The second factor, the students had more practice time and improved their ability in telling the story. Having more practice make students more fluent and braver in speaking the narrative story to other students. The third, the students in experimental groups were creative and critical thinking. They had to think about the generic structure, plot of the story, timeline and some aspect in speaking such as grammar, pronunciation, fluency, comprehension, and vocabulary. Therefore, the storyboard was an effective way to give students a pleasant atmosphere in the experimental group. This study supported a previous related study done by Setiawan [12] stated in his research entitled Improving the Tenth Grades Writing and Speaking Abilities in Retelling Narrative Stories Through Storyboard at MAN 3 Palembang. The result showed that the storyboard was an effective way to improve students writing and speaking ability in retelling narrative story. According Lillyman, Gutteridge, and Berridge [13], the storyboard is helpful by placing the story on paper by written words

and photos and enabling all students to share in the narrative telling. Therefore, the use of storyboard Project- Based Learning could enhance student's creativity, critical thinking, and collaborative in sharing the story.

In control group, the mean score of pre-test and post-test decreased from 54.90 to 51.74. In the pre and post-test, there was one student in the excellent category (3%). In the pre-test, ten students out of 31 students were in good category (32%), nine students out of 31 students were in fair category (29%), and 11 students out of 31 students were in poor category (36%). Moreover, in post-test., there were 13 students' in good category (42%), one student was in fair category (3%), and 16 students were in poor category (32%). Then the mean difference was -3.161. Because the significant value 2-tailed was  $0.002 < 0.05$ , there was a significant difference between the pre-test and post-test control groups. The significant difference in speaking achievement in the control group could be caused the students ability in English lesson. The English lesson's average score in the first-semester control group (X MIPA 1) was 75.8, which is higher than 66.3 for the experimental group (X MIPA 3). It means that the control group has better score in English lesson than the experimental group. Even the control group has better score in English lesson, it could not be concluded that control group has better ability in speaking. Based on the result of the pre- and post-speaking tests, the mean score decreased from pre-test to the post test. The control group did not improve because during the online class the teacher only gave the assignment more and more without practicing the speaking.

The writer had asked some of the students in the control group. There were some factors, such as, first, the students did not practice speaking repeatedly. Second, some of the students in the control group also had poor internet connection so that the teacher was not applying the teaching and learning process through Zoom Meeting to the students. The third factor, based on the result of the speaking test, the mean score of the control group in the post speaking aspects was pronunciation (2.42), fluency (2.55), grammar (2.55), comprehension (2.77), and vocabulary. From those

result, students' low ability in pronunciation, fluency, and grammar was one of the factors that make the control group result of the speaking test decrease. Moreover, students also did not understand the narrative text because the teacher did not explain it before giving the assignment. Besides, the teacher did not use the new strategy to make students more active during the online class. Therefore, the speaking test results of the students who were not taught using Project-Based Learning did not improve.

Based on the finding of the experimental and control group, the results showed that all the mean score of the pre and post-test of experimental group and control group were (49.00 < 59.00) and (54.90 > 51.74). It means that all the students got the result of speaking test under the KKM. The KKM of the school was 75. In this case, it can be caused by the connection of the internet. Therefore, the students were hard to understand the material during the discussion through the Zoom Meeting. Besides, the meeting was also too short, only 16 meetings each session using Zoom Meeting application, Google Classroom, and Whatsapp. Moreover, the students of the experimental group significantly improved in speaking but there were some aspects that were still hard. Based on the result of speaking test in each aspect, the mean score of pronunciation and fluency was 2.67 and 2.78. Pronunciation and fluency were one of the hardest aspects of speaking and followed by grammar (2.88), vocabulary (3.13), and comprehension (3.25). Therefore, the students needed to practice a lot every day by considering five aspects of speaking.

In addition, after doing the treatment using PBL, the experimental group answered the questionnaire, and the result showed that 32 (100%) students in the Positive category. Moreover, the questionnaire item consists of 33 questions about students' perception using PBL in speaking. It means that all students agree that PBL was useful for improving their ability in speaking skill. Besides that, the students were also entrusted in learning by using the storyboard as an implementation of PBL. Therefore, PBL methods significantly enhance students speaking achievement. In line with Behtash and Sarlak [14] about their researcher under the title *The Effect of PBL on the Component of Speaking Ability of Iranian EFL Beginner Learners* tries to examine the influence of PBL in improving students speaking ability in term of five components such as pronunciation, fluency, grammar, vocabulary and comprehension. The result of the research showed that PBL on speaking was effective to improve students' ability. The students realized that they could speak more fluent and comprehensive.

Finally, based on the study's finding, the writer could conclude that the use of PBL could guide the students more creative, critical thinking, innovative, and communicative in sharing their idea by telling the story.

By utilizing the PBL methods, the students' speech output inside the experimental community was improved. In reality, storyboarding with the PBL approach may subsequently be considered to advance speaking achievement of SMA Negeri 2 Banyuasin III.

#### **4. CONCLUSION**

Based on the finding and interpretation of the study, there were three conclusions. First, PBL methods using the storyboard as a media can improve students speaking achievement of the tenth-grade students of SMA Negeri 2 Banyuasin III, especially for the experimental group. Second, there was significant difference improvement between those who were taught using the storyboard as the implementation of PBL methods and who were not. Some reasons influence the result of the study, such as the students could make a creative storyboard, and they were critical of devising the elements of the storyboard that they had made. It might let the students' have a lot of time in reading, writing, and practice their oral communication each other. Furthermore, the students' perception of PBL methods can make students more improve and engaging in learning speaking English using the storyboard as a media. Figures are to be inserted in the text nearest their first reference. Original India ink drawings of glossy prints are preferred. Please send one set of originals with copies. If the author requires the publisher to reduce the figures, ensure that the figures (including letterings and numbers) are large enough to be clearly seen after reduction. If photographs are to be used, only black and white ones are acceptable.

The suggestions for this study might be useful for teachers and other researchers. In this study, the writer would like to share the same ideas in teaching speaking skills to enhance students' speaking achievement. Based on the findings, using an appropriate strategy for teaching speaking gave a conducive atmosphere that will provoke students to be more active, creative, innovative, and communicative in the class. The writer might consider the teacher's role before applying the appropriate strategy might be regarded with the situation, condition, and the students' characters in the class. Therefore, teachers have to be critical in determining which plan suitable for students. In this study, the researcher recommends Project-Based Learning methods to solve students' speaking skills such as pronunciation, fluency, fainthearted in speaking, and passiveness in the classroom. Therefore, the writer would like to promote Project-Based Learning by using a storyboard.

Moreover, the teacher might have many teaching strategies and learn more about the various techniques appropriate to the students' situation, so the students would not feel bored in the classroom anymore. The writer applies the Project-Based Learning storyboard

method in her study, and this method was appropriate to fix some problems in the teaching and learning process. Therefore, it answered the objective of the study.

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