

Improving form two students' speaking skills through Plotagon Story App

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Abstract: This study was carried out to improve the speaking skills of form two students using the Plotagon story app. The purpose of this study is to find out the level of speaking ability among form two students, find out the problems and improve the speaking ability of form two students through Plotagon Story App. An interview was conducted with the teachers about the problems faced by the students in speaking skills and the problems were identified. The study is based on quantitative and qualitative methods. This study is able to find out the idea that the Plotagon story app can improve the speaking ability of form two students. Speaking skills as defined in the Tamil Language Curriculum were assessed under three important competencies. That is, to speak effectively, to explain, then to comment; to conclude. The attainment level of the students was identified on the basis of three components for each skill. As a result of this study, it was found that the Plotagon Story has changed the horizon of students' speaking skills. The researcher has self-produced five different types of videos using this app to improve the speaking skills of the students. Researcher has made videos of the students in class and talked to them in such a way that improved their speaking skills. This study performed by the researcher suggests that other language teaching teachers can also use this app to improve the speaking skills of students. Also, the speaking skills of students can be improved through other digital animation application.

Keywords: Improving, speaking skills, Plotagon Story

INTRODUCTION

There are a total of 6 skills in the Secondary School Tamil Language Standard Based Curriculum Document (DSKP). These include reading, writing, speaking, speaking and listening. As much as the skills of listening, writing, reading and diction are given importance, the same importance is given to the skill of speaking in today's curriculum. Even with equal emphasis, students' speaking skills are less well received. As a result, the students' speaking skills are not improved. So, this app has been used to improve this skill among the students. By conducting this study, the role of this process can be identified.

BACKGROUND OF THE STUDY

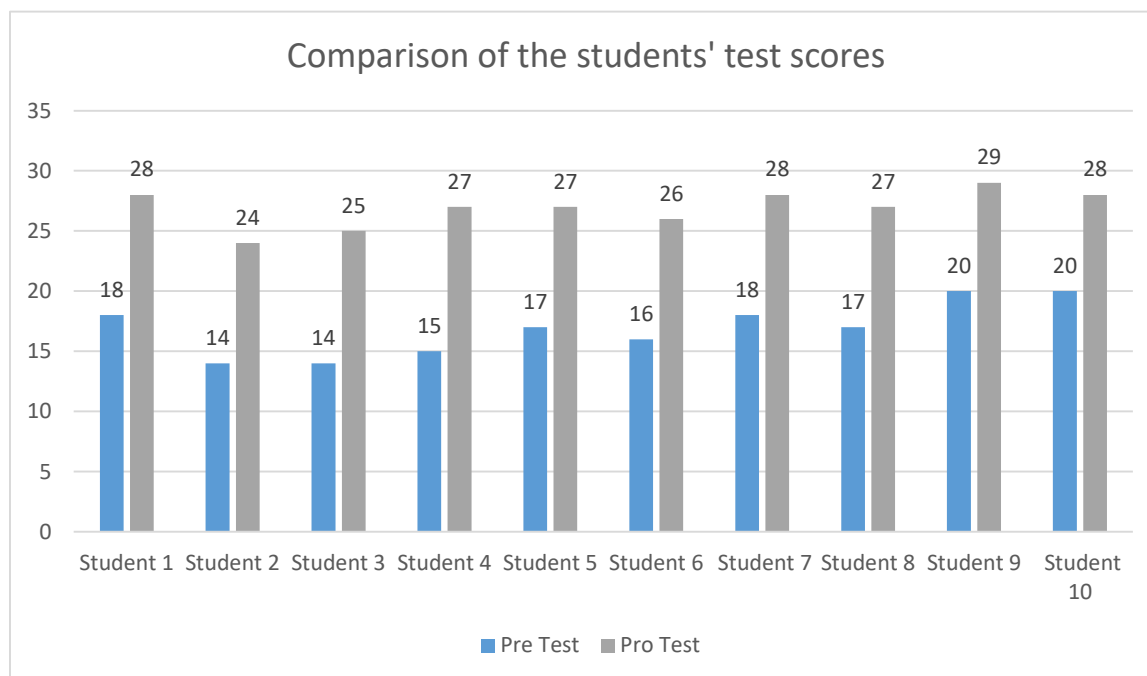
Speaking is a unique skill in the Tamil language standard-based curriculum document of secondary school. They are taught in a separate class. Ability to speak, interpret, and reason effectively is essential. Although the students have learned from primary school, they are a little behind in this ability.

The form shows that the communication skills between the two students are impaired. At this time, students do not pay much attention to speaking skills. They speak the same language every day. There are numerous reasons for this to happen. The first problem is that students are less able to speak effectively. Effective speaking means that those who speak according to the given topic or picture, the information should be clear in voice, clear in emotion, rhetorical. There are no two students talking. They speak the same language as they did in elementary school.

What continues to be problematic is to elaborate one thing. The clarity of thought, the clarity of words used, and the tension of the students are problematic when they are describing. For example, a student's interest in speaking is diminished by the difficulty of consistently describing a sentence as a paragraph.

Next, they consider it difficult to comment and make a decision. Students don't make comparisons when it comes to making decisions. Students find it difficult to express their views. The students forget to speak without grammatical error while commenting and giving the conclusion. This is due to a lack of proper approach. He says that it is difficult for them to comment on the pictures in the textbook and make a decision. (Kumaran, 2018). Students will be bored. This will improve the speaking skills of the students.

FINDINGS AND DISCUSSION



Students can view the results of the above diagram. Predictive test shows the point comparability of the students in the predictive test. All the points obtained by the students in the prediction test seem to have increased in the background test. The lowest score on the test is 14. The highest score on the same test is 20. But, the lowest score in the hindsight test is 24. The highest score on the same test is 29. This difference in score shows that the students' speaking skills have improved.

A student who scored less than 25 on the predictive test scored less than 25 on the predictive test. That's a difference of 11 points. The student who scored 20 marks in the prelims test scored 29 marks in the background test. He's up 9 points. This improvement is due to the Plotagon Story processor used by the researcher. This progress can only be seen if the students understand it well.

Students with low scores on the Priority Self-Assessment test scored between 24 and 26 on the Background Assessment test. All the students who took the test scored marks in the hindsight test with a difference of 10 to 12. The difference in the scores of the students involved in the study is increasing.

CONCLUSION

The study was based on three objectives. Through this study, the speaking skills of two form students have been improved through the Plotagon Story App. The study, which was first conducted by a researcher in Tamil on improving speaking skills using the Plotagon Story App, is also intended to help other researchers. The researcher is of the opinion that it will benefit not only the researchers but also the teachers.

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