

The Implementation of Storyboarding Technique to Improve Writing Skill of the Ninth Grade Students of SMP Negeri 5 Sigi

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Article Info

Article history:

Received 2024-12-01

Revised 2025-01-04

Accepted 2025-01-06

Keywords:

Storyboarding Technique

Improving

Writing Skill

ABSTRACT

This study aims to investigate the effect of the Storyboarding Technique in improving the writing skills of ninth-grade students at SMP Negeri 5 Sigi. The primary issue addressed is students' difficulty generating and organizing ideas while maintaining motivation during writing activities. The research adopts a quasi-experimental design with a pretest-posttest control group involving two classes selected through simple random sampling: experimental and control classes. The research instruments included pre-test and post-test assessments. In the pre-test, the experimental group scored an average of 42, while the control group scored 44.16. After the treatment, the post-test scores increased to 67.83 for the experimental group and 58.16 for the control group. Statistical analysis using degrees of freedom (df) 46 at a significance level of 0.05 showed that the t-count (2.006) exceeded the t-table (1.678), indicating a significant difference. The results demonstrate that the Storyboarding Technique effectively improves students' writing skills, particularly in recount text composition. This technique motivates students by facilitating idea visualization and structuring before formal writing. The findings suggest that teachers may integrate storyboarding as a creative approach to English language learning to enhance students' writing proficiency. Further research is recommended to explore its long-term effects on writing development.

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1. INTRODUCTION

Good writing skills are necessary to express ideas clearly and create engaging and easy-to-understand stories for readers. Writing is a critical talent since it allows us to communicate our ideas, emotions, and thoughts through written language. According to Novita et al. [1], writing, like speaking, is a productive and expressive skill. The difference

is that writing is non-face-to-face (indirect) while speaking is face-to-face (direct). Writing allows one to experiment with problem-solving and thought-clarification skills. Mastering writing skills can contribute to academic success, especially in language-learning contexts. Based on Waruwu [2], writing is an activity of pouring ideas through thoughts and sentence structures using written language as a medium of delivery, so the ability owned by everyone needs to be developed as early as possible. Developing writing competence at a young age helps learners organize their ideas systematically, thereby improving cognitive processing. A student must learn the four basic language skills: listening, reading, speaking, and writing [3]. One of the most important skills is writing, which can help students produce texts or paragraphs with proper organization and order of thoughts. However, many students experience difficulty in writing coherent, structured, and engaging texts.

Writing is one of the activities and skills that must be mastered according to the 2013 Curriculum. Junior high school students are expected to be able to write well. In the 2013 Curriculum, at the end of each lesson, students must produce work in writing as part of learning and teaching activities. Despite the curriculum's emphasis on writing, numerous obstacles hinder students' ability to master it. Several challenges contribute to students' low writing performance, such as insufficient time allocated for learning, lack of intrinsic motivation, and reliance on rote learning without genuine engagement [4]. Moreover, students often feel disengaged due to monotonous teaching methods, which diminishes their interest in writing. To overcome this problem, a more creative and comprehensive approach is needed, such as applying new methods and techniques that can make students more passionate about writing.

In order to apply learning media effectively, educators must have access to creative tools that engage students. Specifically, learning media for students should make every learning process memorable and enhance students' enthusiasm for learning [5]. Using the storyboarding technique to inform writing is an interesting method for conducting research. The method, first created for the animation and film industry, has proven helpful in aiding systematic planning and concept visualization. According to Wiesendanger [6], storyboarding is a prewriting method that prioritizes concept formation, elaboration, prediction, and sequencing. This technique fosters active engagement by visually mapping ideas before formal writing begins. According to Varvel & Lindeman [7], a conceptual understanding of the information, placement, meaning, and appearance can be created using storyboards, which graphically represent layout, structure, content, and information connections.

Using storyboards, students can depict their ideas through pictures or illustrations before developing their writing further. Storyboards help students understand basic concepts in writing, such as character, plot, and setting, before they develop their overall writing. Students can more freely develop new and explorative ideas through drawings or sketches before writing formally. This visual approach enhances students' creativity and reduces anxiety about starting a writing task. According to Barrows [8], this technique helps students develop adaptable knowledge, practical skills, self-directed learning, accountability, genuine teamwork abilities, and intrinsic motivation for learning tasks. A

storyboard is a generic application designed screen by screen and includes descriptions and specifications for every image, screen, and text, according to Dhimas [9].

Instead of testing students on open-ended or multiple-choice questions, allowing students to respond using a storyboard is a novel method of generating text. This practice is intriguing since it can help pupils avoid boredom with monotonous and repetitive tasks [10]. Furthermore, including visual elements in storyboarding enhances students' comprehension and retention of writing concepts. Using the storyboard technique not only presents visual elements but also motivates students to be actively involved in designing and developing their writing. The storyboard technique is expected to assist students in visually designing a writing plan before they start writing, minimizing confusion and increasing order. Some students may be more effective in expressing their ideas visually than verbally. Using storyboards, students can depict their ideas through pictures or illustrations before developing their writing further. Storyboards can help students understand basic concepts in writing, such as character, plot, and setting, before they develop their overall writing.

One of the benefits of adopting storyboarding is that it allows users to experience changes in the story, which might elicit more profound reactions or interests. The stories on each board helped pupils structure stories progressively [11]. The collective storyboarding that arises from picture communication, storyline sequencing, and language interchange during these activities can boost motivation for involvement and improve overall writing output [12]. As a result, students become more confident in expressing their thoughts and ideas through writing.

This study is important because it can provide a scientific foundation for using the storyboard technique in writing learning. Thus, best practices in teaching writing can be developed to improve the quality of learning and student outcomes. Various studies have been conducted to test whether the storyboard technique can enhance students' writing skills. These findings affirm the previous study conducted by Telaumbanua [13], where the results showed that students improved their writing skills in almost all five writing elements: content, organization, vocabulary, language, and mechanics. Similarly, a study by Marziola [14] showed that students became better at composing and arranging recount texts effectively and efficiently.

Additionally, Bota [15] found that using the storyboard technique motivated students to study harder. These studies underscore the critical role of teaching techniques in influencing students' engagement and learning outcomes. How teachers choose techniques, methods, or media in the learning process significantly influences students' interest in learning. It has been mentioned that implementing the storyboard technique is effective and makes students more interested in attending English classes, as identified in this study and others such as Wahjuningsih et al. [16].

2. METHOD

This research adopts a quantitative approach, as the data collected were analyzed statistically to conclude. According to Campbel & Stanley [17], a quasi-experimental design applies an experimental mode of analysis and interpretation to data that do not meet

the complete requirements of experimental control. Therefore, the quasi-experimental design was chosen to determine the effect of the storyboarding technique on the writing skills of ninth-grade students at SMP Negeri 5 Sigi. This design enables researchers to compare two groups under controlled conditions without random assignment.

The research was conducted over eight meetings, including a pre-test in the first meeting to assess students' prior knowledge, six meetings for the treatment, and a post-test in the final meeting; the treatment involved using the storyboard technique to guide students in planning and writing recount texts. Fraenkel et al. [18] stated that a population is the larger group to which one hopes to generalize the results. The population of this research consisted of ninth-grade students at SMP Negeri 5 Sigi, totaling 75 students divided into three classes: IX A, IX B, and IX C.

The sample was selected using simple random sampling, as suggested by Sugiyono [19]. According to Rahi [20], simple random sampling ensures that every individual is equally likely to be selected. This method was chosen to ensure the sample was representative. The sample consisted of two classes: IX A as the experimental group and IX B as the control group. The experimental group received the storyboard-based instruction, while the control group was taught using conventional methods.

The research instruments used were writing tests, including pre-tests and post-tests. The pre-test was administered before the treatment to assess the students' initial writing skills, and the post-test was conducted after the treatment to measure improvement. Each test required students to write a recount text with a clear structure, focusing on key elements such as content, organization, vocabulary, grammar, and mechanics. The assessment was based on a scoring rubric provided by SMP Negeri 5 Sigi, with a maximum score of 25 for each aspect.

In addition, the researcher analyzed the data statistically. The researcher will acquire the individual scores by using the formula proposed by Hatch and Farhady [21], as follows:

$$\text{Individual Score} = \frac{\text{the obtained score}}{\text{the maximum score}} \times 100 \quad 1)$$

Then, the class mean scores on the pre-test and post-test were calculated using the formula proposed by Arikunto [22] as follows:

$$\bar{x} = \frac{\sum x}{N}, \bar{y} = \frac{\sum y}{N} \quad 2)$$

After computing the mean score of the pre-test and post-test, the researcher used the formula suggested by Arikunto [23] to calculate the mean deviation score and square deviation as follows:

$$M_x = \frac{\sum x}{N}, M_y = \frac{\sum y}{N} \quad 3)$$

3. RESULTS AND DISCUSSION

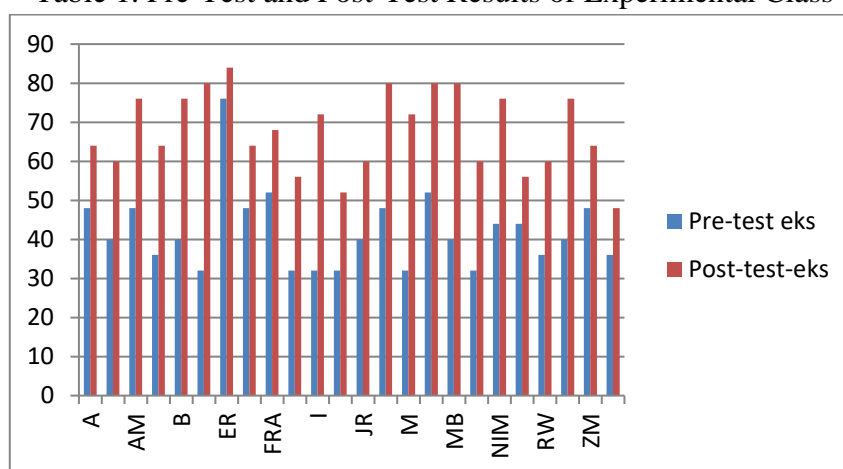
The data were collected from October 16th to November 09th, 2024, at SMP Negeri 5 Sigi. The pre-test in the experimental group was conducted on October 16th and

October 18th, 2024, for the control group. The post-test was conducted in November, 08th 2024 for the experimental group while in the control group in November, 09th 2024. A comparison of the pre-test and post-test results from both classes is presented in detail in the following table.

3.1. Experimental Class

A pre-test was conducted before the intervention to evaluate students' initial understanding of the experimental class. The test assessed their baseline knowledge and readiness for the upcoming learning activities. The following table summarizes the pre-test results, highlighting the distribution of scores and key performance indicators.

Table 1. Pre-Test and Post-Test Results of Experimental Class



The table of pre-test results in an experimental group shows that the highest score is 76 and the lowest is 32. The highest individual score gained by the experimental group students on the post-test was 80, and the lowest was 48. By applying a standard score of 56-70, it was found that 22 of 24 students met the criterion.

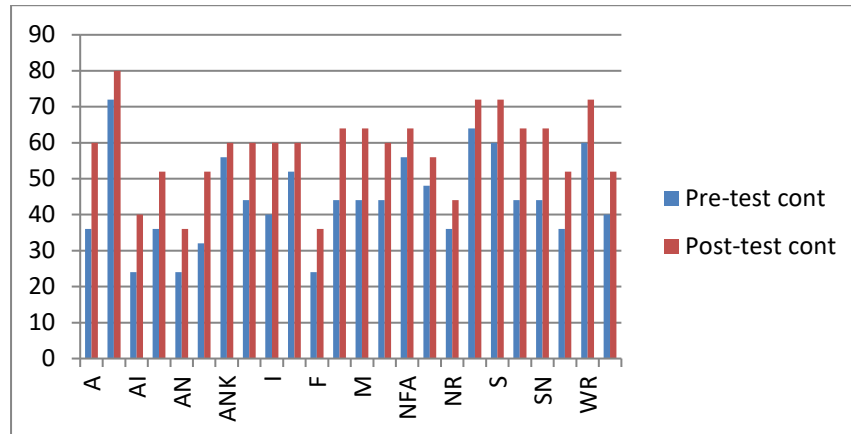
After finding the mean score deviation of both the experimental and control groups, the researcher calculated the sum of the square deviation for both of them using the formula [23] :

$$\begin{aligned}
 \sum x^2 &= \sum x^2 - \frac{(\sum X)^2}{n} \\
 &= 18608 - \frac{(620)^2}{24} \\
 &= 18608 - \frac{384400}{24} \\
 &= 18608 - 16.016 \\
 &= 18591.984
 \end{aligned}$$

3.2. Control Class

Before conducting the treatment in the experimental and control classes, a pre-test was administered to measure the students' initial knowledge in both groups. The pre-test results serve as a baseline for comparing learning outcomes after the intervention. The following table presents the pre-test results of the control class:

Table 2. Pre-Test and Post-Test Results of Control Class



The table of pre-test results in the control group shows that the highest score is 72 and the lowest is 24. The highest score obtained by the students on the post-test was 80, and the lowest was 36. Using a standard score of 56-70, it was found that only 18 of 24 students fulfilled the criterion.

After finding the mean score deviation of both the experimental and control groups, the researcher calculated the sum of the square deviation for both of them using the formula:

$$\begin{aligned}\sum y^2 &= \sum y^2 - \frac{(\sum Y)^2}{n} \\ &= 5376 - \frac{(336)^2}{24} \\ &= 5376 - 4704 \\ &= 672\end{aligned}$$

In order to determine the significant difference between the experimental group and the control group, the researcher used the t-test formula as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{25.83 - 14}{\sqrt{\left(\frac{18591.984 + 672}{24 + 24 - 2}\right) \left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$t = \frac{11.83}{\sqrt{\left(\frac{19263.984}{46}\right) (0.083)}}$$

$$t = \frac{11.83}{\sqrt{(418.782) (0.083)}}$$

$$t = \frac{11.83}{\sqrt{34.758}}$$

$$t = \frac{11.83}{5.895}$$

$$t = 2.006$$

It can be seen that the total number of participants in this research was 2.006. Next, the researcher must find the critical value to decide whether the hypothesis is accepted or rejected. The way to find out the t-table value is to calculate the degree of freedom. The calculation is as follows:

Total number of students (N)	= 48
Degree of freedom	= $N_x + N_y - 2 = 48 - 2 = 46$
Level of significant	= 0.05
T-table	= 1.678

3.3. Hypothesis

The researcher restated the testing hypothesis: if t-counted is higher than t-table, this research's alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. On the contrary, if the t-counted is lower than the t-table, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. Therefore, the alternative hypothesis (Ha) was accepted because the result of the t-counted value (2.006) is higher than t-table (1.678). In other words, the storyboarding technique can improve the writing skills of ninth-grade students of SMP Negeri 5 Sigi.

3.4. Discussion

This research aims to determine if implementing the storyboarding technique improves students' ability to write recount text for ninth-grade students at SMP Negeri 5 Sigi. The researcher used a written test as the instrument of data collection. The tests were divided into pre-tests and post-tests and given to the experimental and control groups. The pre-test and post-test forms required students to write a recount text in more than one paragraph, including the generic structure of the text.

After conducting the post-test, the researcher found that the result of the post-test was higher than that of the pre-test. This indicates that both classes showed significant progress. The result showed that most students correctly organized their ideas by following the generic structure of the recount text. The researcher observed that key components of the student's writing had improved, particularly in content and organization. Among all the aspects, grammar showed the highest improvement, which is important in English writing skills. This is due to several factors. First, the intensive use of grammar exercises in every learning meeting provides opportunities for learners to practice what they have learned directly. Second, providing constructive feedback from the teacher helps learners identify

and correct their mistakes. In addition, using the Storyboarding technique provides additional motivation for learners to learn independently. The students could describe or re-tell the story by seeing what happened in the picture and expressing their thoughts in a recount text. These findings highlight the positive impact of visual aids in enhancing student engagement and comprehension. Having analyzed the numerical data, the researcher found that storyboarding can improve students' achievement in writing recount text.

Although the results of this study show a significant improvement in learners' writing ability, it is important to acknowledge that there are some limitations. Firstly, the limited time required to conduct the study prevented the researcher from observing the long-term effects of the Storyboarding technique. Secondly, it is not easy to fully control for external variables that might affect the study's results, such as differences in learners' dexterity levels in receiving the material. Future studies may benefit from extended observation periods to assess the long-term retention and adaptability of the technique.

The researcher found that the technique works well and that intensive application of storyboarding can significantly contribute to the development of students' English writing skills. The results of this study encourage teachers to make storyboarding an integral part of writing instruction [24]. This finding aligns with the study conducted by Ramasari et al. [25], which stated that the students could create creative storyboards and critically analyze the parts of their storyboarding.

4. CONCLUSION

The results of the data in the previous chapter show that the mean score of the experimental group in the post-test is higher than that of the control group. The data indicate that the mean score of the experimental group improved from 42 in the pre-test to 67.83 in the post-test. On the other hand, the control group showed an increase from 44.16 to 58.16. This finding highlights that while both groups showed progress, the experimental group experienced a more substantial improvement. The significant improvement in the experimental group demonstrates the effectiveness of the storyboard technique in enhancing students' writing skills. This result is further supported by statistical analysis, where the t-count value (2.006) exceeds the t-table value (1.678), indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

The findings of this study have important implications for curriculum development and teaching practices in schools. Since writing is one of the key competencies emphasized in the 2013 Curriculum, adopting innovative teaching strategies, such as the storyboard technique, is crucial to enhancing students' learning experiences. The integration of storyboarding not only improves students' writing abilities but also fosters critical thinking and creativity, essential skills in today's education landscape. By incorporating visual elements into the writing process, teachers can motivate students and make learning more engaging.

In conclusion, this study confirms that the storyboard technique effectively improves the writing skills of ninth-grade students at SMP Negeri 5 Sigi. The significant improvement observed in the experimental group suggests that adopting creative and

student-centered teaching methods can lead to better learning outcomes. It is recommended that future research explore the long-term impact of the storyboard technique and its application in different educational contexts to validate its effectiveness further.

ACKNOWLEDGEMENTS

The author would like to express her high appreciation to all parties who have played an important role in the smooth running of this research. Especially to the SMP Negeri 5 Sigi students who have actively participated in this research by applying the Storyboarding Technique. Thanks also to the English teachers for their valuable guidance. Thank you also to the supervisors, assistant lecturers, and reviewers who have provided meaningful direction and input. The support of family and closest friends is also a motivation in completing this research.

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