The Effect of Storyboard on Students' Ability in Writing Narrative Text at the Tenth Grade of SMA Swasta Kampus Nommensen Pematangsiantar

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ABSTRAK

Penelitian ini mengkaji pengaruh penggunaan media papan cerita terhadap kemampuan siswa kelas sepuluh menulis teks naratif di SMA Swasta Kampus Nommensen Pematangsiantar. Desain kuasi-eksperimental digunakan dengan dua kelompok: kelas eksperimen yang diajar menggunakan media papan cerita dan kelas kontrol yang diajar melalui metode konvensional. Setiap kelompok terdiri dari 20 siswa yang dipilih melalui purposive sampling. Data dikumpulkan melalui penilaian menulis pra-tes dan pasca-tes, dengan fokus pada konten, organisasi, kosakata, tata bahasa, dan mekanika. Hasilnya dianalisis menggunakan SPSS versi 25, termasuk statistik deskriptif, uji normalitas dan homogenitas, dan uji-t berpasangan dan independen. Temuan menunjukkan bahwa kelompok eksperimen mencapai skor rata-rata pasca-tes yang lebih tinggi (78,75) dibandingkan dengan kelompok kontrol (68,50). Nilai signifikansi (p = 0,000) mengkonfirmasi perbedaan yang bermakna antara kedua kelompok. Hasil ini menunjukkan bahwa media papan cerita secara efektif meningkatkan keterampilan menulis naratif siswa, terutama dalam mengorganisasikan ide dan mempertahankan struktur, menjadikannya strategi yang berharga dalam pengajaran bahasa Inggris.
Keyword: Media Papan Cerita; Teks Naratif; Kemampuan Menulis; Kuasi-Eksperimental; Pembelajaran Visual

ABSTRACT

This study examines the effect of using storyboard media on tenth-grade students' ability to write narrative texts at SMA Swasta Kampus Nommensen Pematangsiantar. A quasi-experimental design was employed with two groups: an experimental class taught using storyboard media and a control class taught through conventional methods. Each group consisted of 20 students selected through purposive sampling. Data were collected through a pre-test and post-test writing assessment, focusing on content, organization, vocabulary, grammar, and mechanics. The results were analyzed using SPSS version 25, including descriptive statistics, normality and homogeneity tests, and paired and independent t-tests. Findings showed that the experimental group achieved a higher mean post-test score (78.75) compared to the control group (68.50). The significance value (p = 0.000) confirmed a meaningful difference between the groups. These results indicate that storyboard media effectively enhance students' narrative writing skills, particularly in organizing ideas and maintaining structure, making it a valuable strategy in English language teaching.
Keyword: Story Board Media; Narrative Text; Writing Ability; Quasi-Experimental; Visual Learning

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1. INTRODUCTION

Writing is one of the essential skills in English language learning, particularly for high school students. It serves as a medium for expressing ideas, opinions, and feelings in a structured and coherent way. Among

the four language skills—listening, speaking, reading, and writing—writing is often considered the most complex due to the cognitive demands it places on learners. According to Harmer (2007), writing involves not only generating and organizing ideas but also translating those ideas into readable text. For senior high school learners, mastering writing skills is crucial to meet academic requirements and to prepare for higher education as well as professional life.

Narrative writing, as one of the core genres taught in senior high schools, plays a central role in developing students' creativity and language competence. Narrative texts are commonly found in both academic and real-life contexts, often used to convey experiences, tell stories, and entertain readers. As stated by Anderson and Anderson (2003), narrative writing focuses on the development of characters, setting, and plot, making it an excellent platform for students to explore imagination and self-expression. However, many students encounter difficulties in organizing their thoughts, maintaining coherence, and developing the structure of a good narrative. One of the most common challenges is their inability to visualize and structure ideas sequentially. According to Nunan (2003), writing instruction that lacks scaffolding often leads to underdeveloped content and disorganized texts.

To address this issue, educators have explored the use of various instructional media and strategies. One such effective tool is the *storyboard*, a visual planning aid that allows students to arrange events and ideas in logical sequences before translating them into written text. A storyboard typically consists of a series of boxes or panels that represent scenes or major events in a story. By sketching or outlining the main ideas and supporting details, students can more easily understand the progression of their narrative. This tool bridges the gap between abstract thinking and concrete writing, particularly for visual learners. According to Mayer (2009), combining visual and verbal input can significantly enhance students' comprehension and retention. Thus, integrating storyboard techniques into writing instruction could be a meaningful way to improve students' narrative writing ability.

The effectiveness of storyboards in teaching writing has been supported by several studies. For instance, Yunus, Salehi, and Amini (2016) found that storyboard-based instruction improved students' ability to organize ideas and increased their motivation to write. Additionally, using visual aids like storyboards encourages collaborative learning and provides opportunities for peer discussion, which fosters critical thinking and creativity. These findings suggest that the storyboard is not merely a simple planning tool, but also a pedagogical strategy that aligns with the principles of communicative and student-centered learning.

Despite its benefits, the use of storyboards in EFL classrooms, especially in Indonesian senior high schools, is still relatively limited. Many English teachers continue to rely heavily on traditional methods, such as direct instruction and textbook-based exercises, which may not effectively address students' learning needs. This discrepancy highlights the importance of innovative approaches that not only emphasize grammar and vocabulary but also promote student engagement and creative expression.

This research was conducted at SMA Swasta Kampus Nommensen Pematangsiantar, where anecdotal evidence and preliminary observation indicated that many tenth-grade students struggle with writing coherent and engaging narrative texts. Their writing often lacks proper structure, character development, and logical flow. Considering this context, the researcher aims to investigate the effect of using storyboard as a medium to enhance students' narrative writing performance. By applying a visual planning tool, it is expected that students will be better equipped to express their ideas in a more organized and creative manner.

Therefore, this study seeks to explore the impact of storyboard use on students' ability in writing narrative texts. The results are expected to contribute to the development of more effective writing instruction in EFL classrooms and to offer practical recommendations for teachers who seek to improve students' writing performance through creative and student-centered strategies.

2. LITERATURE REVIEW

Writing is a productive skill that plays a crucial role in academic settings, especially in second or foreign language learning. It involves not only linguistic knowledge but also cognitive processes such as planning, drafting, revising, and editing (Hyland, 2003). Effective writing instruction, therefore, requires appropriate strategies and tools that support students through each stage of the process. In the context of narrative writing, students are expected to create cohesive stories with clear plot structures, characters, and logical sequencing. However, many learners, particularly at the secondary level, encounter difficulties in maintaining coherence and developing engaging content due to a lack of structured planning (Raimes, 1983).

Narrative texts are one of the genres prescribed in the Indonesian high school English curriculum. They aim to develop students' ability to tell stories, describe events, and express emotions in written form. According to Derewianka and Jones (2012), narratives typically follow a generic structure that includes orientation, complication, and resolution, often accompanied by evaluative language to enhance the emotional quality of the text. Teaching students to write effective narratives requires strategies that guide them in

generating and organizing content. Without such scaffolding, students may struggle with idea development, leading to weak or fragmented stories.

To address this issue, the use of visual aids such as *storyboards* has gained attention in recent years. *Storyboards* are graphic organizers that help learners visualize the sequence of events before translating them into written form. They have traditionally been used in fields like film and animation, but their application in education has shown promising results in improving student writing (Burmark, 2002). Through the use of *storyboards*, students can plan narratives by sketching scenes, assigning text to each frame, and ensuring logical progression. This approach supports visual-spatial learners and promotes active engagement with content (Tomlinson, 2001).

Research has supported the efficacy of *storyboarding* in writing classrooms. For example, Sadik (2008) found that students who used digital *storyboards* demonstrated better organization and creativity in their writing compared to those who used traditional outlines. Similarly, Lankshear and Knobel (2006) emphasized that integrating visual literacy into the writing process aligns with 21st-century learning skills, as it fosters critical thinking, collaboration, and digital competence. Furthermore, learners reported increased motivation and confidence when given the opportunity to visualize their ideas before writing, which led to more meaningful and personally relevant narratives.

Despite these findings, the incorporation of *storyboard* techniques in EFL settings remains underexplored, particularly in Indonesian senior high schools. Many English teachers continue to rely on conventional approaches such as lecture-based instruction and grammar drills, which may not sufficiently support the development of narrative skills. As highlighted by Nation (2009), effective writing instruction should include pre-writing strategies that help students organize content meaningfully. The use of *storyboards*, therefore, holds great potential for enhancing students' narrative writing ability by providing a clear framework for story development and encouraging creative expression in the EFL classroom.

3. RESEARCH METHOD

A. Research Design

This study employed a quantitative research method with a quasi-experimental design. Quantitative research is characterized by the use of numerical data to measure variables and examine relationships or differences between them. This method enables the researcher to assess the measurable impact of an instructional intervention—in this case, the use of *storyboard* media—on students' writing performance.

The quasi-experimental approach was chosen because it allows for comparisons between groups that are not randomly assigned. As stated by Creswell (2014), quasi-experiments are designed to evaluate the effect of a treatment or intervention while acknowledging that full control over all variables may not be feasible. In this research, the experimental group was taught using *storyboard* media, while the control group received conventional instruction without *storyboard* media. The impact was assessed by comparing students' writing performance before and after the intervention.

B. Location and Time

The study was conducted at SMA Swasta Kampus Nommensen Pematangsiantar, located on Jalan Sangnawaluh, Pematangsiantar, North Sumatra. The research took place during the 2024/2025 academic year and focused on students in Grade X.

C. Population and Sampling

The population of this study consisted of all tenth-grade students enrolled at SMA Swasta Kampus Nommensen Pematangsiantar in the 2023/2024 academic year. The tenth-grade cohort is divided into three classes: X-1, X-2, and X-3, with an approximate total of 65 students.

Table 1. Total Population

No.	Class	Number of Students
1	X-1	20
2	X-2	25
3	X-3	20
Total		**65**

A purposive sampling technique was adopted to select two classes that would represent the sample. This method allows the researcher to choose participants based on specific characteristics—in this case, classes with an equal number of students to ensure consistency in comparison. Class X-1 (20 students) was assigned as the control group, while Class X-3 (20 students) served as the experimental group, totaling 40 participants.

The rationale for selecting these classes was based on the similarity in class size and scheduling availability, as well as input from English subject teachers. Both groups had comparable academic levels, making them suitable for a quasi-experimental comparison.

Table 2. Sample Distribution

No.	Group	Class	Number of Students
1	Experimental	X-3	20
2	Control	X-1	20
Total			**40**

D. Research Instruments

To gather data in a systematic and objective manner, the primary instrument utilized in this study was a writing test. The test was designed to assess students' ability to compose narrative texts, particularly focusing on their use of narrative structure and language elements.

1) Writing Test

The students were asked to produce a written narrative based on a given theme (e.g., a local legend or folklore). The writing was evaluated based on a rubric that covered five key components:

a) Content: relevance and completeness of the story
b) Organization: logical sequencing and coherence
c) Vocabulary: word choice and variety
d) Grammar: accuracy of tense, sentence structure, and usage
e) Mechanics: spelling, punctuation, and capitalization

Each component was rated on a scale, and the total score reflected the overall writing competence of the student. The rubric was adapted from standard writing assessment frameworks and validated by an English language expert prior to use.

2) Supporting Materials

In addition to the test, several tools were used during the treatment sessions:

a) Storyboard media: visual sequences presented through PowerPoint and printed materials to aid narrative construction in the experimental group.
b) Lesson plans and materials: structured lesson plans ensured consistent delivery of the content in both control and experimental groups.
c) Observation notes and photos: used for documentation purposes during the treatment phase, particularly in the experimental class.

E. Method of Data Collection

The data collection process followed three main stages:

1) Pre-Test

Both groups were given a pre-test to evaluate their initial writing ability. This established a baseline for measuring progress after the intervention.

2) Treatment

The experimental group received instruction using *storyboard* media to support the development of narrative writing, while the control group continued with traditional teaching methods without the use of *storyboard* aids. The treatment was conducted over several sessions.

3) Post-Test

Following the instructional period, a post-test was administered to both groups. The goal was to determine whether there was a significant improvement in the students' writing performance and whether *storyboard* media contributed to this change.

All tests were conducted in a controlled classroom environment, with equal time and task conditions for both groups to ensure fairness.

F. Technique of Data Analysis

The data gathered through the pre-test and post-test were analyzed quantitatively using SPSS version 25. The analysis process involved several stages to ensure statistical validity.

1) Scoring

Each student's writing test was scored using the rubric. Scores were recorded and organized for both the control and experimental groups.

2) Descriptive Statistics

Descriptive analysis was used to determine the mean, minimum, maximum, and standard deviation for both groups' pre-test and post-test scores.

3) Normality Test

A normality test (Shapiro-Wilk or Kolmogorov-Smirnov, depending on sample size) was conducted to determine whether the data was normally distributed. This helped in deciding whether to use parametric or non-parametric statistical tests.

4) Homogeneity Test

Levene's Test for Equality of Variances was used to check whether the variances of the two groups were equal. This is a prerequisite for conducting an independent t-test.

5) Hypothesis Testing

Depending on the normality and homogeneity results, the following tests were conducted:

a) Paired Sample t-Test: to compare pre-test and post-test results within each group.
b) Independent Sample t-Test: to compare post-test results between the experimental and control groups.
c) Wilcoxon or Mann-Whitney Test: applied if the data was not normally distributed, as these are the non-parametric equivalents.

All tests were conducted with a significance level (α) of 0.05. If the *p*-value was less than 0.05, it indicated a significant difference, confirming the effectiveness of the intervention.

4. RESULTS AND DISCUSSION

A. Results

The descriptive statistical analysis revealed a notable improvement in the experimental group, which was taught using storyboard media. Prior to the intervention, the mean score of the experimental group was 45.00, with scores ranging from 20 to 65. After receiving instruction through storyboard-based activities, their average score increased significantly to 78.75, with a higher maximum score of 100. This result indicates a substantial enhancement in their ability to write narrative texts. In contrast, the control group, which was taught through conventional teaching methods, also showed some improvement. The average pre-test score was 56.25 and increased to 68.50 in the post-test. However, the improvement was not as significant as that of the experimental group. This difference highlights the potential of storyboard media as an effective instructional strategy in teaching narrative writing.

To ensure the reliability of the results, statistical tests of normality and homogeneity were conducted. The Shapiro-Wilk test indicated that all data sets were normally distributed, with significance values greater than 0.05. Additionally, Levene's test confirmed that the variances between the groups were homogeneous, which validates the use of t-tests in comparing the groups. Further analysis using the paired samples t-test showed a significant difference between the pre- and post-test results within the experimental group. This supports the claim that storyboard media positively impacts students' writing performance. An independent samples t-test also revealed a statistically significant difference between the post-test scores of the experimental and control groups, with a Sig. (2-tailed) value of 0.000. This means the students in the experimental group performed significantly better than those in the control group.

In conclusion, the results clearly demonstrate that the use of storyboard media has a significant and positive effect on students' ability to write narrative texts. The visual and structured nature of storyboard activities appears to have supported students in organizing their ideas, improving their storytelling, and enhancing their overall writing performance.

B. Discussion

This study aimed to investigate the effect of using storyboard media on the ability of tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar to write narrative texts. The results revealed a significant improvement in the writing performance of students who were taught using storyboard media compared to those who received conventional instruction. The experimental group, which was exposed to the storyboard media during the learning process, showed a substantial increase in their post-test scores, with an average gain of 33.75 points from pre-test to post-test (from 45.00 to 78.75). In contrast, the control group showed only a 12.25-point increase (from 56.25 to 68.50). This difference supports the hypothesis that visual media such as storyboards enhance student engagement, understanding, and creativity, especially in narrative writing.

The paired samples t-test results showed that the improvement in the experimental group was statistically significant. The Sig. (2-tailed) value of 0.000 confirms the effectiveness of storyboard media as an instructional tool. Furthermore, the results of the normality and homogeneity tests indicated that the data were both normally distributed and homogeneous, validating the use of parametric statistical analyses like the t-test in this study. These findings align with previous studies that emphasize the benefits of visual media in language learning. According to Harmer (2004), visual aids stimulate learners' imagination and provide a concrete reference, which enhances students' ability to construct coherent and creative stories. Storyboards, in particular, help students organize their ideas chronologically and understand the structure of narrative texts better (orientation, complication, resolution). This structured visual representation enables them to plan, draft, and revise their writing more effectively.

The control group, although showing some improvement, did not benefit from the same level of engagement and visual stimulation. This implies that traditional methods may not be as effective in fostering narrative writing skills among students who require more interactive and illustrative learning materials.

Moreover, the use of storyboard media contributed to active learning, which supports Vygotsky's theory of social constructivism, emphasizing the importance of visual scaffolding and social interaction in language development. Students in the experimental group worked collaboratively and were more motivated to express their ideas in written form, demonstrating higher creativity and a better grasp of narrative elements.

The findings of this study suggest that integrating storyboard media into the teaching of narrative texts can significantly improve students' writing skills. For language teachers, especially in EFL (English as a Foreign Language) contexts, such media provide an effective strategy to make abstract ideas more concrete and to cater to different learning styles. In addition, this study highlights the need for educators to diversify their instructional approaches and incorporate more student-centered techniques that involve creativity, visualization, and interactive engagement. Curriculum developers and school administrators are encouraged to support the implementation of media-rich teaching strategies to enhance literacy outcomes.

5. CONCLUSION

This study aimed to investigate the effect of using *storyboard* media on the ability of tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar to write narrative texts. The results revealed a significant improvement in the writing performance of students who were taught using *storyboard* media compared to those who received conventional instruction. The experimental group, which was exposed to the *storyboard* media during the learning process, showed a substantial increase in their post-test scores, with an average gain of 33.75 points from pre-test to post-test (from 45.00 to 78.75). In contrast, the control group showed only a 12.25-point increase (from 56.25 to 68.50). This difference supports the hypothesis that visual media such as *storyboards* enhance student engagement, understanding, and creativity, especially in narrative writing.

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