

The Use of Storyboard in Improving Narrative of Writing Text at Eight Grade Students of MTS an Nasuriyah

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Abstract

Creating students' account composing abilities is fundamental in educating their capacity to precise thoughts coherently and inventively. This consider examines the utilize of storyboards as an guidelines instrument to progress the story composing abilities of eighth-grade students at MTS An Nasuriyah. Employing a subjective inquire about approach, information was collected through classroom perceptions, understudy composing tests, and interviews with both understudies and instructors. The discoveries demonstrate that actualizing storyboards altogether progresses students' capacity to structure their stories, create locks in storylines, and utilize suitable dialect highlights. Understudies illustrated expanded inspiration and certainty in composing after locks in with storyboard-based exercises. Besides, instructors detailed that storyboards made a difference understudies visualize their stories superior, making the composing prepare more organized and agreeable. In conclusion, the utilize of storyboards demonstrates to be an compelling methodology for making strides story composing abilities by cultivating inventiveness and organization. This consider proposes that consolidating visual helps like storyboards in composing instruction can advantage understudies in creating their narrating capacities.

Keywords: storyboard, narrative writing, writing skills development



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Introduction

Writing is the process of putting ideas into words and organizing them into interconnected paragraphs and sentences. Writing in English is very difficult because it requires organizing ideas and translating them into readable text ((Sholikah et al., 2023)). As an important tool for communication, writing allows a person to convey their ideas, feelings, and information. According to (Kurniaman et al., 2018), writing is also very important for students' academic success as well as their personal expression. All primary and secondary school students should learn writing as an essential skill before graduation. Writing, according to (Amri et al., 2023) is the process of thinking deeply and transferring thoughts into writing by considering the reader and the elements of the writing itself. Storyboard is a very important genre of writing as it can encourage creativity, help students organize their ideas, and convey ideas logically. Many students, however, face difficulties in constructing a well-structured narrative. This includes difficulties in creating a storyline, organizing thoughts, and maintaining consistency. These difficulties suggest that innovative teaching strategies are needed to improve students' writing skills.

Writing is a way of using language to convey ideas, thoughts, or information. In order for the message conveyed to be clearly understood by the reader, this skill requires knowledge of sentence structure, grammar, and appropriate vocabulary. There are various types of texts in writing, such as narrative, descriptive, argumentative, and expository. Each type has unique purposes and features. To

make writing more systematic and efficient, the writing process consists of several stages, starting from planning, drafting, revising, and editing. Writing is not just storing data; it teaches you to be creative, think critically, and convey ideas in a systematic way. Writing skills are very important in the academic and professional world because they are used in various things, such as reports, articles, essays, and scientific papers. The ability to create clear, logical, and interesting sentences can be improved by practicing writing regularly. Therefore, writing is one of the important skills that must be mastered if we want to communicate well in various aspects of life.

Writing is not an easy process, as mastering grammar and punctuation are not enough elements to become a good writer. One needs mastery of various elements to use language to convey thoughts, desires, intentions, feelings, and information in written form. The ability to organize ideas and thoughts is an important element of being a good writer. Even sometimes a native English speaker can experience difficulties in complicated situations. Basically, writing skills require a structured way of presenting thoughts in an organized and planned and organized manner (Braine & Yorozu, 1998) in (Ahmed, 2021).

Writing skills are considered a purely productive skill in which the writer expresses his or her thoughts. The ability to write something in a productive is an indicator of success in the learning process (Geiser & Studly, 2001) in (Ahmed, 2021) . It is a productive skill where the writer tries to concretize his/her perception and understanding of the world. We write to convey our ideas. In conclusion, writers translate their ideas and thoughts into writing, so writing is a purely productive process. Writing well is a major cognitive challenge, as it is a test of memory, language, and thinking skills. Writing requires rapid retrieval of domain-specific knowledge about the topic from long-term memory . That is, writing relies not only on the writer's current knowledge, but also on the writer's prior knowledge and its proximity to the current knowledge.

In the Teaching Learning Procces, Eighth grade students of MTS An Nasuriyah find writing in English difficult, boring and uninteresting .Monotonous educational models that do not attract students' interest are often the cause. To overcome this problem, educators should use innovative and interactive learning media. Storyboard, a visual tool that helps students organize and structure their stories before writing, is one of the effective approaches. According to (Agustin, 2019), storyboarding modules can generate a variety of innovative ideas while encouraging active learning and teamwork.

storyboards are media that replicate the original form in dimensional form, such as paintings or photographs. Storyboards help students improve their writing skills by emphasizing ideas, sequencing, elaboration, and prediction. At first, students analyze several images before turning them into coherent paragraphs. Storyboards serve as a structured framework that helps students engage more in the learning process and reduce their anxiety about writing (Hasan & Sayid Wijaya, 2016). By transforming written text into tangible and comprehensible visual images, storyboards enhance narrative text. Readers have to imagine scenes, characters, and emotions in narrative writing; this can be challenging. However, storyboards display every part of the story visually, making it easier for the audience to understand the storyline, mood, and details. This is different from other media because storyboards provide a clearer and more direct visualization, which makes the message stronger. Storyboards also help students capture the pace and rhythm of the story.

The e-storyboard application is a learning medium in the form of an application that contains material with storyboard visualization. Storyboard is a serial area of a sketch that is used as a planning tool to show visually how the action of a story takes place (Nurhasanah & Destyany, 2011) in (Sholikah et al., 2023). Storyboard is a pre-writing activity that emphasizes elaboration, prediction, brainstorming and sequencing. Storyboards typically consist of sequentially arranged picture sketches that follow the plot. Storyboard aim to guide people in making films/stories, enabling a person to develop stories with his ideas (a tool for channeling ideas) and explaining the flow of events in the story. There are numerous advantages to using storyboard media for because it is organized with a straightforward concept, which makes it easy for students to take in more information. In fact, utilizing pictures in storyboards is more effective than just using text/narration. Based on some of the

problems that have been mentioned, researcher will focus on developing application E-Storyboard media.

By incorporating storyboards into the writing process, teachers can help students write better, especially narrative compositions. Students find it easier to understand the material and create a well-structured piece of writing thanks to interesting learning media. Storyboards can also help students become more confident in conveying ideas and become more creative. storyboards had better abilities to communicate, solve problems, and think creatively. This suggests that visual aids such as storyboards can significantly improve students' understanding and engagement in writing.

This research challenges the conventional approach that writing instruction should rely on text-based exercises and shows that the incorporation of visual elements can enhance students' learning experience. The results of this study may encourage educators to use the same approach in their classrooms to improve students' writing ability and enhance their storytelling ability. This study aims to provide practical recommendations for effective teaching strategies by looking at the impact of storyboards on students' narrative writing. It will form the basis for future research on language learning and instructional development.

Methods

This study used qualitative research methods. The purpose of this study was to find out students' reactions to the use of storyboard media to improve their writing skills. Qualitative research is suitable for understanding deep and contextually appropriate insights, especially when the phenomenon under study is complex and not easily quantified. According to (Nuraini et al., 2022) qualitative research allows researchers to obtain culturally specific data about opinions, values, behaviors, and social contexts by using various techniques, such as observation, interviews, and field notes.

Qualitative research usually relies on experiential-focused data collection approaches, such as case studies, interviews, observations and social interactions. For this study, the choice of qualitative methods was based on the need to explore and understand the hidden aspects of a particular phenomenon, especially those that may be difficult to understand with quantitative approaches. The main purpose of this research is to discover and analyze current problems and provide insights on how to improve and enhance the teaching and learning process. It is particularly useful for researching complex educational settings as qualitative research usually results in narrative reports and in-depth descriptions.

This research uses a case study design to collect systematic, factual, and accurate information about the characteristics, relationships, and facts about the use of storyboard media in narrative text lessons (Balqis, 2019). The focus of this study is how storyboard media is used and how students respond to this teaching method; the aim of this study is to gain a better understanding of how visual stories support the development of narrative writing. They did this by looking at how students interacted with the storyboard media.

The study was conducted at MTS AN-NASURIYAH, mainly in class VIII, where there were 18 students. The research setting was carefully chosen, especially as the English teacher at MTS AN-NASURIYAH was actively involved in the study. The study aimed to evaluate how students engaged with the storyboard media in their narrative text lessons; the focus of the study was to improve students' writing ability. The researcher looked closely at the teaching and learning process and paid special attention to how students acted and participated in the classroom. By using this method, this study aims to gain a useful understanding of how storyboard media serves as an effective tool to improve students' writing ability. In addition, this study will also investigate the potential of instructional methods that can be improved for teaching narrative texts.

Three main techniques were used to collect data, The first is Observation: During non-participant observation, the researcher observed students' behavior and interactions, To gain permission and understand the classroom environment, the researcher conducted a preliminary

inquiry with the principal and English teacher, and the last Observation Checklist were used to monitor important elements of learning, such as students' ability to create a storyline, their understanding of narrative text structure, and their interaction with the teacher.

The Second is Interview process, The researcher conducted semi-structured format interviews with the English teacher and a number of students. The semi-structured format allowed the researcher to ask specific questions and allowed the conversation to take place naturally, which resulted in a broader understanding. The teacher's questions focused on how effective the storyboard media was in improving students' understanding of narrative text and their writing skills and the last Questions for students focused on their own experiences with the medium, such as whether it helped them understand the storyline, whether it made writing easier, and whether the method appealed to them. And the last is Documentation To ensure that the research results were well-documented and reliable, photographs and other written records were collected to support the observations and interviews.

Results and Discussion

1. Results

a. Observation Results

Observation researchers study behavior and the meaning of that behavior. The observation carried out in this study is non-participatory observation. In this study, non-participatory observation was carried out, namely observations made by researchers who did not participate in the research. Before the researcher conducted direct research, the researcher conducted a preliminary study to the principal and English teacher to ask permission to conduct research at the school. Then the principal gave permission to conduct research in class VIII. Based on observations made by researchers, teachers take several steps in teaching writing skills that are tailored to student materials. This study was conducted three times so that the results obtained are more accurate and reliable. The researcher here uses a checklist observation which aims to determine the extent of students' abilities in writing skills.

Based on the observations, the results show good results, which indicate that the learning of narrative text using storyboard media is going well. Students can understand the structure of narrative text clearly, and are able to organize the storyline properly. In addition, students can also identify basic elements in narrative text, such as determining characters, plot and setting. This shows that students have understood the basic concepts of narrative text and are able to apply them in learning. In addition, students are also active in using the learning media provided by the teacher, which helps them understand the material more easily.

From a teaching perspective, teachers have used an interesting storyboard media, which makes learning more interactive and less boring. This media also helps students become more focused and understand what is being taught faster. In addition, there is good interaction between teachers and students, which creates a comfortable and supportive learning environment. Students not only learn passively, but they also actively talk and use learning media. Therefore, storyboard-based learning not only improves students' understanding of narrative text, but also makes them more involved in the learning process. This method can be an effective learning approach to be applied in the classroom.

b. Results from the interview

Teachers find that students understand narrative text more effectively when using storyboards, as visual aids help them understand the structure and sequence of events. However, the absence of a predetermined theme sometimes made it difficult for students to connect the pictures to the story. With teacher guidance, the students showed marked improvement in expressing their opinions, organizing their writing, and improving their grammar and vocabulary. In addition, storyboard-based learning increases student engagement, especially for those who find traditional reading and writing methods difficult, making the overall learning process more interactive and fun.

The second, Students expressed a strong liking for storyboard-based learning, highlighting several key benefits. They found that storyboards helped them visualize the storyline, making it easier to understand the sequence of events without confusion. The interactive nature of combining images with dialog makes the learning process more interesting and fun, making it less boring. In addition, the structured format of storyboards provides clear guidance, making it easier for students to write and organize their ideas logically. Although some students initially found the method confusing, they later found it fun and useful in fostering creativity. Overall, every student agreed that storyboard learning is much more interesting and effective than the traditional text-based method.

From the results of interviews conducted by researchers, it can be seen that using Storyboard in narrative text learning is very helpful in compiling story text because it helps display the sequence of events in the form of images. With a storyboard, the storyline can be clearly organized from the beginning, middle, to the end, so there is no confusion in determining the sequence of events. In addition, the illustrations in the storyboard make the story easier to understand, especially for people who prefer to see through visuals. With storyboards, the story text can be organized more neatly, ensuring that the flow is logical and easy to follow. This process also helps in building conflicts and characters in a more structured way, so that the writer has no trouble developing the story.

Storyboards help organize the story and make the writing process more fun and creative. Storyboards also serve as a guide in writing, helping writers pour out their ideas without confusion about which parts to write, and are very useful in learning story texts because they make it easier for students to imagine what is happening in the story and understand the content as a whole. By adding pictures and dialog, the story becomes more vivid compared to writing a long text without visuals.

In addition to focusing on the application of storyboard media, researchers also obtained positive responses from students to storyboard media in narrative text learning. Storyboard makes learning more interesting as it provides a clear direction and helps students understand the storyline more easily. After learning using storyboard media, students actually enjoy the process and become more creative in composing stories. Students' curiosity and confidence in writing also increased with this method. Students find it easier to imagine each event in the story because of the interactive visual display. This helps them better understand the theory and be more involved in the creative process. Narrative text learning becomes more effective, fun and less boring.

2. Discussions

In this section, The results of this study indicate that the use of storyboard media as a learning medium has a positive impact on improving writing skills, especially in narrative text and also the understanding of class VIII Mts An Nasuriyah students. This research focuses on the use of Storyboard as a learning media to improve writing skills especially in narrative text. This is evident when researchers make observations using the checklist method where the results of all these studies state "yes", namely with positive answers and responses.

Several previous studies have shown that visual media such as storyboards and picture series can be effective tools in improving students' writing skills. According to Marxel and Lindeman (2005) in (Yunansah et al., 2022) "storyboard is a way of graphically describing the layout, organization, content, and interrelationship of information to create conceptual ideas about information, location, meaning, and appearance. The steps used in storyboard media according to Wiesendanger (2010: 165) in (Khulsum et al., 2018) are: (1) the teacher gives a sheet of paper that has been divided into 6-8 boxes / sections, (2) students look for ideas about story ideas and draw the beginning and end events in the first and last sections of the paper, (3) students fill in the remaining sections in the appropriate order as they develop their story ideas, (4) students check the sequence, then correct their first draft, (5) students add words to their

drawings and create a final outline or finish their work, (6) students are allowed to display their work or publish it, and (7) students tell their stories to their friends.

Therefore, Ome, H.D. (2022) found that using storyboards when writing short stories can improve students' learning outcomes as it helps them create their stories in an interesting and visual way. In addition, (Sa et al., 2023) showed that effective storyboards improved students' ability in writing narratives. Meanwhile, (Sholikah et al., 2023) developed an E-Storyboard application that incorporates technology to make writing lessons more interactive and overcome monotonous traditional learning methods. In improving students' writing skills, these studies emphasize the importance of creative and engaging teaching approaches.

One of the advantages of storyboard media is that, unlike the usual essay structure, pictures are used during the process of writing a story. Students may be more creative when developing ideas by drawing. Since images are a very interesting learning tool for students to learn. Storyboards can also help students explain the story while maintaining the main concepts. Storyboards help in designing stories, such as making a rough picture before making the original object. This is supported by Arsyad Azhar (2013: 89) in (Khulsum et al., 2018) that visual forms can be in the form of representational images such as drawings, paintings or photographs that show what an object looks like so that it can facilitate understanding of the information that has been confirmed.

By understanding how storyboard can be used as a learning media in improving students' narrative text writing skills, this research is expected to provide new insights for teachers on how storyboard can be used as a learning media to improve students' ability in writing narrative text. In addition, the results of this study are also expected to help develop interactive learning media that are more interesting for students by utilizing technological developments.

a. Manuscript Type

This composition is classified as a subjective investigate think about centering on instructive strategy and dialect learning procedures. It presents an in-depth investigation of how the utilize of storyboards improves the story composing aptitudes of eighth-grade understudies at MTS An Nasuriyah.

The consider takes after a case consider approach, consolidating classroom perceptions, understudy composing tests, interviews, and topical investigation to assess the viability of storyboard-based instruction. The investigate discoveries contribute to educational procedures in English dialect instructing by illustrating how visual instruments can bolster understudies in organizing their thoughts and making strides their narrating capacities.

By submitting this composition, the author affirms that: 1) The work depicted has not been distributed previously; 2) The original copy isn't beneath thought for distribution somewhere else; 3) All co-authors, in case any, and mindful specialists at the institution have affirmed the accommodation; 4) The distributor holds no legitimate duty for any claims related to the substance of this investigate.

This consider gives important experiences into subjective instructive inquire about and adjusts with academic discourses on imaginative educating techniques for composing aptitudes advancement.

Conclusion

The results of this study indicate that storyboards as a learning tool in understanding narrative texts are very effective in helping students understand story structure and organize texts because students can see a sequence of images that describe each event in the story, which helps them understand the relationship between each part of the story, from the introduction, to the end, and so on. Storyboards also make learning more interesting and interactive. This makes students more actively involved in the learning process and makes it easier for them to remember important concepts from the stories

being studied. Storyboards help students write better in addition to improving their understanding of narrative texts.

Storyboards help students convey their ideas in a more structured and creative way, according to teacher and student interviews. By using images as a guide, students can construct stories gradually and more systematically. This method also increases students' interest in writing because they have the opportunity to convey their ideas before getting feedback from the teacher. As a result, students feel more comfortable during the learning process and are more confident when writing. Ultimately, this has a positive impact on students' writing ability.

Overall, this study shows that storyboards and other visual media are more effective in learning narrative texts than conventional approaches. Storyboards not only improve students' reading and writing skills, but also encourage their creativity and imagination, make learning more fun and less monotonous, and increase students' motivation to learn. Therefore, storyboards can be used as an alternative to interesting and effective learning media to improve students' ability to write narratives and create a more interesting learning atmosphere.

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This consider contributes to the field of English dialect educating by illustrating the viable benefits of visual learning methodologies in story composing. It serves as a reference for teachers looking for inventive approaches to upgrade students' composing capacities.