



Designing Storyboard for Teaching Writing on Recount Text at Grade Tenth

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Abstract

This research was conducted with the objective of creating learning media for teaching writing skills to tenth-grade students at SMAN 5 Batam. The main focus was on designing a storyboard learning media that would enhance student's motivation to learn writing, making the learning process more engaging and encouraging active participation, especially in writing recount texts. The researcher concentrated on the topic of recount texts for tenth-grade students. The research and development (R&D) approach was employed, utilizing the ADD model by Dick & Carry, which consisted of three stages: analyzing, designing, and development. Data were gathered through interviews and validation sheets. The storyboard teaching materials successfully met the validity criteria, with material validation scoring 82,2% and media validation scoring 80%. Consequently, the storyboard-based teaching materials were deemed suitable for implementation in the classroom to enhance students learning.

Keywords: learning media, writing skills, storyboard

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I INTRODUCTION

Writing holds a vital role in the process of learning, particularly in the context of learning the English language. As stated by Mahboob (2014), writing is deemed a crucial skill in the acquisition of English. The significance of writing becomes notably pronounced when individuals intend to express themselves in English. Generally, it was commonly believed that the teaching and learning of language primarily influenced one's writing abilities. Given the substantial impact of writing on education overall, it was imperative to foster the development of writing skills from a young age.

The issue of inadequate writing skills was a recurrent concern across all educational domains. Numerous factors, such as a lack of motivation, ineffective teaching methods, and notably, the impact of technology usage, had contributed to student's declining writing abilities. In that digital era, student's had heavily relied on social media platforms, further exacerbating the situation and hindering their writing proficiency. The use of technology during lessons might have made it difficult for student's to maintain focus, resulting in subpar writing skills. To address this challenge, the implementation of storyboard had emerged as a potential solution to enhance writing skills in the context of learning English. Storyboard represented a form of visual media that leveraged digital technology to create interactive narratives, making them an effective tool for teaching narratives texts. These storyboard's promoted active learning strategies and encourage student engagement, enabling them to think critically and creatively during the learning process (Yusoff & Salim,2015).

According to the observation made by the English teacher at SMAN 5 Batam, a considerable number of 10th-grade student's lacked motivation to actively participate in English learning, especially when it comes to improving their writing skills. Many student's found the learning process tedious and struggled to stay focused during class, which led to difficulties in understanding the material. Additionally, a considerably portion of the student's faced challenges in expressing their ideas through writing due to limited vocabulary knowledge, resulting in subpar writing abilities. The main reason for this disengagement seems to be the student's lack of interest in learning through multimedia and the perceived dullness of the classroom teaching methods. Consequently, there was a need for a solution to make the process of learning to write with storyboard more captivating.

Media played a pivotal role within the broader learning system, and its selection had to align with the established criteria for the entire learning process. Utilizing media made it more convenient for student to attend classes while engaging in social interactions. Sudjana & Riva'i (2010) emphasized that effective learning media could significantly enhance student motivation and attention in the classroom. Therefore, the process of selecting media needed to be carried out meticulously to avoid hindering the teaching and learning experience. Specific criteria were employed to guide this selection process. When choosing appropriate and effective learning materials, several factors had to be considered. These included clearly defining the goals, conditions, and objectives for student use of the material. Additionally, the qualities of the media that were produced, the timing of development, and the accessibility of the materials were crucial aspects taken into account (Schwarz et al, 2014). By carefully considering these factors, educators ensured that the chosen media positively contributed to the learning process and enhanced overall educational outcomes.

According to Balzotti (2016), storyboard served as valuable tools in multi-modal writing courses. They allowed student's to plan and organize their work effectively. By viewing the presented images, student could grasp the plot and chronological sequence of narrative points. This drawing format facilitated the arrangement of their English writing, leading to improved visual thinking abilities. The educational approach of using storyboard involved employing pictures and short stories to help student comprehend and convey information effectively. It aided in word and phrase recall while also contributing to the enhancement of writing skills. Creating stories based on the storyboard images encouraged analytical thinking and problem-solving.

In the context of SMAN 5 batam, the storyboard approach was particularly beneficial in addressing writing skill issues. Engaging student's in writing activities was instrumental in improving learning outcomes aligned with core competencies and basic competencies. The researcher's efforts in creating English learning materials, especially for writing, aimed to enhance student's learning capabilities. These learning media could be utilized by teachers to facilitate the learning process.

II METHOD

For this study, the researcher design selected was Research and Development (R&D). the primary aim of utilizing the R&D method was to create and validate products intended for use in the learning process. The ADDIE model consisting of Analysis, Design, Development, Implementation, and Evaluation, was the specific R&D model employed in this research. During the development of the learning media utilizing storyboard, the researcher effectively executed the initial stages of ADD (Analysis, Design, Development) based on the guidelines provided by Dick & Carry (1996). The study specifically targeted tenth-grade student's at SMAN 5 Batam.

In this particular research, data collection involved direct observation, interviews, and validation processes that engaged both material and media experts. The researcher conducted interviews with the English teacher responsible for teaching tenth-grade students at SMAN 5 Batam. The material expert validation sheet was used to evaluate the content aspects of the storyboard learning media, and this evaluation was carried out by the material expert. On the other hand, the media expert validation sheet aimed to assess the display aspect of storyboard learning media, providing an evaluation from the perspective of the media expert. These validation processes helped determine the suitability and effectiveness of the storyboard learning media.

In this study involving research and development, the researcher gathered and analyzed two types of data: qualitative and quantitative data. The validation sheet served a tool for data collection, encompassing answer scores were assessed through the collaboration of both material and media experts, using a specific formula or methodology adapted from Sugiyono (2018).

$$P = \frac{f}{n} \times 100\%$$

Description:

P = assessment presentation

f = total number of respondent answers

n = sum of ideal score

Table 1. Range of percentage interpretation criteria

Score Range	Criteria
81%	Very valid
61%-80%	Valid
40%-60%	Valid Enough
<40%	Not Valid

Adapted from Sugiyono (2018)

III RESULT

3.1 Analysis

During the analysis stage of this research, the researcher conducted three main tasks: curriculum analysis, material analysis, and analysis learner characteristics. The curriculum analysis was undertaken to identify the specific competencies that would be addressed in the development of learning media using storyboard. This examination involved a careful review of the 2013 curriculum used at SMAN 5 Batam. According to Sukmana (2007), the development of effective learning materials requires aligning them with the core competencies, basic competencies, and learning objectives specified in the syllabus. In this study, the focus of the analysis was on the core competencies (KI), and basic competencies (KD) of the English subject for tenth-grade student's in the second semester, as outlined in the 2013 curriculum.

Material analysis involved the identifying the selected content, which in this case was studied through the English book of tenth-grade high school student's and relevant sources from previous research. The main objective of this analysis was to determine the sub-materials that the student's would learn and incorporate into the learning media using storyboard. The chosen material for this study specifically focused on recount text. This decision was made due to the observed low understanding of recount text among the student. The selected material included various types of texts, such as the action of giving and asking, congratulation text, descriptive text, announcement text, recount text, and narrative text. However, the primary material chosen for the learning media development revolved around recount text.

The researcher performed direct observation to assess the attributes and traits of the student's in the class. The analysis of learner characteristics involved observing the student's behavior and characteristics while they participated in an internship program at SMAN 5 Batam. This analysis focused on determining student's learning motivation and their previous learning experiences. Upon conducting the field introduction to the school, it was discovered that student's were particularly interested in and engaged when teaching aids were utilized. The use of teaching aids made the teaching and learning process more engaging for student's, as they actively participated in the use of these instructional materials.

3.2 Design

During the design stage, the researcher created validity instruments, including the validation sheet used by experts to measure the degree of validity of the developed product. This assessment aimed to determine the reliability and accuracy of the learning media. According to Sukenda et al (2013), the design of a learning media involves considering various elements, such as assessment instruments, exercise, media content, and analysis related to the learning will be taught, as well as the plans for selecting these media. In the design of the learning media, both the front and back section were included. The front part consisted of the learning material, while the back part contained image-based question about recount text.

Regarding the specification of the learning media that were displayed, the process continued with the following steps. First, preparation of research instrument. The purpose of the research instruments was to evaluate and measure the quality of the product that was being developed by the researcher. The measurement primarily focused on assessing the validity of the learning media. In this case, the validity of the storyboard learning media was determined through expert validation sheet, which involved the input and evaluation of both media experts and material experts. Second, media selection. The objective of the media development was to enhance the learning process by incorporating storyboard learning media. Third, selection of presentation form. The selection of the presentation form was conducted to design the content included in the learning materials. This form of presentation was tailored to suit the needs and preferences of the learners.

The initial plan revolved around crafting educational learning media through storyboard. To achieve this, a variety of tools and materials were gathered such as sturdy cardboard, thick Styrofoam, flash paper, pre-selected intriguing pictures, markers, card paper, and Velcro adhesive for securing the pictures on the storyboard. The process commenced with designing the learning media on the robust cardboard surface, which was then enhanced with colored paper to improve its visual appeal. With careful consideration, visually captivating content was curated and arranged using the Canva application. This resulted in a sequence of pre-designed materials on the cardboard, creating a raised or embossed effect. The learning material encompassed comprehensive explanations about recount text, encompassing its definition, structure, various types, linguistic features, and a recount text example. Additionally, the title "Storyboard Learning Media on Recount Text" was thoughtfully incorporated.

Subsequently, the prepared materials were affixed and organized on the thick cardboard, and Velcro adhesive was utilized to allow for flexibility and ease of attachment to the storyboard. Concurrently, a series of related images pertaining to the recount text were skillfully crafted using the Canva application, these images were then pasted onto thick Styrofoam, cut out, and systematically placed on the back of the storyboard, ensuring they aligned seamlessly with the sequence of stories to be assembled. This process culminated in the successful creation of the initial prototype for the developed storyboard learning media.

3.3 Development

During this stage of development, the assessment was conducted by experts, specifically the media expert and material expert, using a pre-designed validation questionnaire sheet. Once the learning media using storyboard was validated and deemed valid by the validators, the subsequent step involved revising the product based on their feedback. The study generated quantitative data in the form of scores for each aspect item, which were then transformed into qualitative data to determine the validity of the media and material aspects that had been developed. Additionally, qualitative data was obtained through suggestions and

comments provided by the media expert and material expert validators. This qualitative data was crucial in revising the learning media using storyboard, as it helped to address the suggestion and comments given by the validators.



(a)

(b)

Picture 1. (a), (b) Storyboard media display

(1) Media Expert

The media expert for the storyboard learning media was Rahma Nuzulia, S.Pd.,M.Li. who is a lecturer from Universitas Maritim Raja Ali Haji, specializing in English language education. The evaluation of the design and presentation format of the learning media using storyboard was conducted through a validation questionnaire sheet containing 13 questions. The assessment of the learning media validation using storyboard was outlined as follows. In the first component, which evaluated the congruence of learning media with basic skills, obtained a score of 4. Similarly, the second component focusing on the suitability of the media for reinforcing fundamental skills in retelling text contents, achieved a score of 4, signifying a good level of criteria when student's could describe the recall text. In the third aspect, which discussed the compatibility. Likewise the fourth aspect, which assessed the alignment of the media with learning objectives in terms of explaining the structure of recount text, received a score of 5, reflecting a very good level of suitability. However in the fifth aspect, which specifically examined the alignment of the media with learning objectives and focused on identifying the linguistic elements of recount text, it received a score of 3, suggesting a sufficient level of suitability.

The sixth aspect discussed the suitability of the media with learning objectives, pertaining to student's ability to retell recount text, and it received a score 3 with sufficient criteria. Additionally the seventh aspect delved into the use of storyboard learning media to boost student's enthusiasm, and the assessment yielded a score of 4, meeting the valid criteria. In the eighth aspect, the discussion centered around the use of language in the storyboard, which was highly comprehensible, earning a score of 5 with very good criteria. The ninth aspect explored the use of language in the storyboard, which was easy for student to understand and clear, and it received a score of 4 with good criteria. The tenth aspect scrutinized the design of the media to attract student's attention, and it obtained a score of 4 with good criteria. In the eleventh aspect, the consideration was given to the use of color and size of writing on the media, achieving a score of 4 with good criteria. The twelfth aspect evaluated the illustration in the media to

captivate student's attention, resulting in a score of 3 with sufficient criteria. Lastly the thirteenth aspect examined the alignment of the media with the student characteristics, garnering a score of 4, indicating good criteria.

After deriving the media scoring results, the researcher converted the scores into

percentages using the formula: $P = \frac{f}{n} \times 100\%$. The aim of this discussion was to assess the degree of validity of the learning media developed using storyboard. The assessment result showed that the storyboard-based learning media received an average validation score of 80% from the media expert, which met the acceptable criteria outlined in the table. This implied that the suggestion and critiques made by the media expert regarding the use of storyboard for teaching media could be taken into account and dealt with accordingly. Consequently, it could be inferred that the storyboard-based learning media was considered valid, as it was corroborated by the favorable validation provided by the media expert.

(2) Material Expert

The material expert, Mr. Risman, S.Pd, is one of the teachers at SMAN 5 Batam was selected by the researcher to assess the feasibility and validity aspects of the material in the storyboard learning media. The assessment of the material on the storyboard learning media was conducted using a material validation questionnaire sheet consisting of nine questions. The material validation carried out by the material expert revealed the following findings. Firstly, the alignment of the material with the basic competencies was evaluated, resulting in a score of 100% with a highly valid rating for the meaning and linguistic aspect of recount text. Secondly, the appropriateness of the material in relation to the basic competencies for retelling the content of recount text received a score of 80% with valid criteria. Thirdly, the suitability of the material to achieve the learning objectives obtained a score of 100% with a highly rating.

Regarding the fourth aspect, which pertains to the systematic delivery of recount text material and its structural elements, it obtained a score of 60% with a reasonably valid rating. Fifthly, the proper presentation of linguistic elements in recount text achieved a score 60% with sufficiently valid criteria. In the sixth aspect, the clarity and ease of understanding of the material presentation were evaluated, resulting in a perfect score of 100% and meeting the criteria for high validity. In the seventh aspect, the language used in delivering the material was assessed for its simplicity and comprehensibility, achieving a score of 80% with valid criteria. Eighthly, the ability to create an interesting learning experience attained a score of 80% with valid criteria. Ninthly, the linkage between questions and learning materials obtained a score of 80% with valid criteria. Based on these calculations, the average validation of storyboard learning media by material experts was 82,2%. Adjusting it to the criteria table for determining the level of validation, it fell within the category of very valid criteria.

IV DISCUSSION

The research and development project yielded a learning media product in the form of a storyboard for recount text material. The development of this learning media using storyboard followed the ADDIE model, which was originally developed by Dick and Carry (1996). However, in this study only the development stage, specifically product validation was applied. The researcher encountered limitations in conducting this research, as they were unable to conduct product trials due to coinciding with the final school exams being held at SMAN 5 Batam. As a result, the developed product was solely internally validated by the validator without external testing.

Based on the findings of this study, the researcher focus was enhancing student's writing skills, particularly in writing recount text. This emphasis stemmed from the fact that the

implementation of storyboard learning media led to increased student motivation and active participation in the classroom. These positive outcomes align with the perspective of Walker et al. (2015), who regarded storyboard as a visual representation that encourages student to plan and engage actively in the learning process, fostering innovative thinking and ideas.

Furthermore, student's expressed excitement in their learning experiences due to the direct visibility and usability of the learning media, especially visual aids, had a significant impact on student's interest, concentration, and motivation in class, in line with the research by Ode (2014).

Overall, the utilization of storyboard learning media demonstrated its potential to improve student's learning outcomes, particularly in developing writing skills and enhancing their overall learning experience. The research were effectively achieved based on the obtained results. During the analysis stage, the researcher thoroughly examined the curriculum, analyzed the selected material, and assessed the characteristics of the student's. as stated by Dick & Carry (1996), conducting a comprehensive analysis is crucial to identify student's existing skills, align learning objective with the curriculum, and understand individual student characteristics, all of which are essential for facilitating effective learning. Through the curriculum analysis, the researcher successfully identified core competencies, basic competencies, indicators of competency achievement, and learning objective related to recount text learning. This analysis involved a thorough review of the syllabus pertaining to the recount text learning material. Consequently, the completion of the analysis stage ensured that the developed learning media using storyboard was well-aligned with the curriculum and catered to the specific needs of the student's, thus achieving the research objectives.

Continuing with the design stage, Sukenda et al. (2013) highlight the significance of evaluating instruments, exercises, media content, and learning-related analysis during the process of designing learning media. In this stage, the researcher developed criteria for testing, selected the appropriate media, and initiated the design of the learning media using storyboard. To establish the assessment criteria, the researcher prepared expert validation sheets specifically for media and material experts. These validation sheets played a crucial role in assessing the validity of the learning media that utilized storyboard for recount text material. Regarding the format and content of the learning media using storyboard, it comprised two sections, the front and back. The front section included a sizable card presenting an explanation of the recount text material, which could be affixed to the storyboard. This material card encompassed a detailed explanation of recount text, its linguistic characteristics, various types of recount text, and an example of recount text. On the back of the storyboard, illustration representing recount text were incorporated. These illustrations were created using stick Styrofoam to provide an embossed appearance on the storyboard, thereby enhancing the overall learning experience.

After the trial, experts participated in assessing the suitability of the learning media utilizing storyboard by completing a validation sheet. The evaluation primarily focused on determining the level of feasibility based on its alignment with the basic competencies and learning objectives. The assessment resulted in a score of 80%, meeting the valid criteria which indicate a high level of suitability. The storyboard learning media was deemed appropriate as it aligned well with the basic competencies, specifically using KD 3.7 & 4.7 for recount text material. This corresponds with Sudjana's (2010), stating that learning media selection should be in accordance with the basic competencies, learning objectives, and indicators of learning achievement.

The developed learning media using storyboard has been deemed valid, falling into the valid category. This finding supports Anderson's (1997), assertion that storyboard learning media are well-suited for writing instruction, particularly in recount text. By providing student with a topic based on their personal experiences teacher could engage them more effectively,

resulting in increased attentiveness and interest in creating recount text. This in turn leads to improved learning strategies and enhance student's writing skills.

V CONCLUSION

The development of learning media using storyboard for recount text material in tenth-grade high school has been successfully completed. The researcher followed the ADDIE model, focusing on the analysis, design, and development stages of research process. In the analysis stage, the researcher thoroughly examined the curriculum, the material, and the characteristics of the students. This analysis provided essential information about the specific needs of student's. Moving on to the design stage, the researcher compiled for testing, selected the appropriate learning media format, and designed the specifications for the learning media using storyboard. In the development stage, the researcher proceeded to produce the instructional media based on the initial design. The process included revising the storyboard and seeking validation through input and feedback from both the media expert and material expert.

In terms of validity, the learning media development using storyboard which had undergone thorough analysis, met the required criteria. Both the media expert and material expert validation indicate that the learning media adhered to the valid criteria. As a result, the design of the learning media using storyboard for recount text material was considered valid.

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