



The Effect of Storyboard Use on Eighth-Grade Students' Recount Text Writing Skills

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ABSTRACT

This study investigates the effect of storyboard use on students' ability to write recount texts among eighth-grade students of SMP Negeri 1 Lawe Alas in the 2023/2024 academic year. The primary objective of the research was to determine whether storyboard-based instruction significantly improves students' recount writing performance. The study employed a quantitative approach using an experimental method with a one-group pretest–posttest design. The population consisted of 44 eighth-grade students, from which 22 students were selected as the research sample. Data were collected through writing tests administered before and after the treatment and analyzed using a t-test to measure the significance of improvement. The results revealed that the mean score of the pretest was 61.82 with a standard deviation of 2.41, while the posttest mean score increased to 80.00 with a standard deviation of 2.13. The statistical findings indicate a significant improvement in students' recount writing ability after the implementation of storyboard-based learning. Furthermore, the posttest results exceeded the Minimum Mastery Criterion (KKM) of 70 for English subjects at the junior high school level, placing students' writing performance in the good category. Therefore, it can be concluded that the use of storyboards has a significant positive effect on improving students' ability to write recount texts.

KATA KUNCI

storyboard, kemampuan menulis, teks recount, sekolah menengah pertama, penelitian eksperimen

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan storyboard terhadap kemampuan menulis teks recount siswa kelas VIII SMP Negeri 1 Lawe Alas tahun ajaran 2023/2024. Fokus utama penelitian ini adalah untuk menguji apakah pembelajaran berbasis storyboard memberikan pengaruh yang signifikan terhadap peningkatan kemampuan menulis recount siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen melalui desain one-group pretest–posttest. Populasi penelitian terdiri atas 44 siswa kelas VIII, dengan sampel sebanyak 22 siswa. Data dikumpulkan melalui tes menulis yang diberikan sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan uji-t untuk mengetahui tingkat signifikansi peningkatan kemampuan menulis. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest adalah 61,82 dengan simpangan baku 2,41, sedangkan nilai rata-rata posttest meningkat menjadi 80,00 dengan simpangan baku 2,13. Temuan ini membuktikan adanya peningkatan kemampuan menulis recount siswa secara signifikan setelah penerapan storyboard. Selain itu, hasil posttest telah melampaui Kriteria Ketuntasan Minimal (KKM) mata pelajaran Bahasa Inggris tingkat SMP sebesar 70, sehingga kemampuan menulis siswa berada pada kategori baik. Dengan demikian, dapat disimpulkan bahwa penggunaan storyboard berpengaruh positif dan signifikan terhadap kemampuan menulis teks recount siswa.

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Introduction

Writing is widely acknowledged as one of the most complex and demanding language skills in English language learning, particularly for students at the junior high school level. Unlike listening, speaking, and reading, writing requires learners to integrate multiple linguistic components simultaneously, including grammar, vocabulary, organization, coherence, and content development. Writing is not merely a mechanical activity of arranging words into sentences; rather, it is a cognitive and creative process through which learners express ideas, experiences, and emotions in written form. Scholars have emphasized that effective writing involves both linguistic competence and conceptual clarity, as learners must be able to generate, organize, and elaborate ideas meaningfully (Heaton, as cited in Putri, 2020). In educational contexts, writing plays a crucial role in helping students develop critical thinking, self-expression, and academic literacy. However, despite its importance, writing is often perceived by students as difficult, time-consuming, and frustrating, especially when they lack sufficient vocabulary, grammatical mastery, and strategies to develop ideas. One genre that frequently poses challenges for junior high school students is recount text, which requires learners to retell past events systematically using appropriate language features, particularly the simple past tense. Recount text focuses on reporting personal experiences or events in chronological order with the purpose of informing or entertaining readers (Setiawan, 2019; Wahidah, 2021). In practice, many students struggle to initiate their writing, maintain coherence between paragraphs, and organize events logically. These difficulties are often exacerbated by monotonous teaching methods that rely heavily on teacher-centered instruction and written exercises without adequate scaffolding. As a result, students tend to lose motivation, experience boredom, and develop negative perceptions toward writing activities. Preliminary observations and interviews conducted with eighth-grade students at SMP Negeri 1 Lawe Alas revealed that a significant number of students encountered problems in developing ideas, sustaining their thoughts during the writing process, and understanding the structural components of recount texts. Consequently, many students failed to complete their writing tasks effectively, and their writing scores remained below the Minimum Mastery Criterion (KKM) of 75 for English subjects.

The challenges faced by students indicate the need for innovative instructional strategies that can support idea generation, organization, and engagement in writing activities. One pedagogical approach that has gained attention in writing instruction is the use of storyboard techniques. Storyboarding is a pre-writing strategy that emphasizes visualization, sequencing, and elaboration of ideas through a combination of images and brief descriptions. According to Wiesendanger (2019), storyboard techniques encourage learners to predict, organize, and expand ideas before composing a complete text, thereby reducing cognitive load during the writing stage. By dividing a page into several sections and allowing students to represent key events visually, storyboards help learners conceptualize the flow of a narrative and maintain coherence throughout their writing. This technique is particularly suitable for recount text writing, as it aligns with the chronological nature of the genre and assists students in structuring events logically. In classroom practice, storyboard-based instruction offers an interactive and student-centered learning environment in which learners actively construct meaning rather than passively receiving information. The use of visual

elements can stimulate students' imagination, increase motivation, and make the writing process more enjoyable. Moreover, storyboards provide teachers with opportunities to guide students during the pre-writing phase, check the logical sequence of events, and offer feedback before students produce their final drafts. Despite its potential benefits, the application of storyboard techniques in junior high school English classrooms, particularly in the context of recount text writing, remains underexplored. Therefore, this study aims to investigate the effect of storyboard use on students' ability to write recount texts at the eighth-grade level of SMP Negeri 1 Lawe Alas in the 2023/2024 academic year. By examining the improvement in students' writing performance before and after the implementation of storyboard-based instruction, this research seeks to provide empirical evidence on the effectiveness of storyboards as an instructional strategy and contribute to the development of more engaging and effective writing pedagogy in English language education.

Method

This study employed a quantitative research approach with an experimental method to examine the effect of storyboard use on students' ability to write recount texts. Quantitative research is appropriate when the objective is to measure variables numerically and test hypotheses through statistical analysis, as it is grounded in the positivist paradigm that emphasizes objectivity and empirical verification (Sugiyono, 2020). The experimental design applied in this study was a one-group pretest–posttest design, in which a single group of participants was measured before and after receiving instructional treatment. This design allowed the researcher to identify changes in students' writing performance attributable to the implementation of the storyboard technique. The pretest was administered to determine students' initial ability in writing recount texts, while the posttest was used to assess their writing ability after the instructional intervention. The research was conducted at SMP Negeri 1 Lawe Alas during the even semester of the 2023/2024 academic year. The selection of this research site was based on practical considerations, including accessibility and the researcher's familiarity with the school context, as well as academic considerations, namely the presence of students whose writing performance had not yet met the Minimum Mastery Criterion (KKM). Data collection was carried out when students were not engaged in major examinations to avoid interference with academic schedules and to ensure optimal learning conditions during the implementation of the treatment.

The population of this research consisted of all eighth-grade students of SMP Negeri 1 Lawe Alas, totaling 44 students distributed across two classes. From this population, a sample of 22 students was selected using purposive sampling. Purposive sampling was chosen because it allows researchers to select participants based on specific characteristics relevant to the research objectives (Sugiyono, 2020). Class VIII-2 was deliberately selected as the research sample because preliminary observations and interviews indicated that students in this class experienced significant difficulties in writing recount texts and consistently achieved scores below the KKM of 75 for English subjects. The independent variable in this study was the use of storyboard techniques in teaching recount text writing, while the dependent variable was students' ability to write recount texts. The storyboard technique was implemented as a pre-writing strategy in which students organized their ideas through a sequence of visual

representations before composing a complete text. This instructional treatment was designed to help students generate ideas, structure events chronologically, and maintain coherence throughout their writing. Several data collection techniques were employed to support the research process, including observation, instructional trials, and writing tests. Observation was conducted to identify students' initial learning conditions and classroom dynamics. Trials were carried out to ensure that the storyboard-based learning design was suitable and feasible before full implementation. The primary data, however, were obtained through writing tests administered as pretest and posttest, both requiring students to produce a recount text based on given prompts.

The research instruments consisted of a pretest, a posttest, and an analytical scoring rubric designed to assess students' recount writing ability objectively. The rubric evaluated five key aspects of writing: content, organization, vocabulary, grammar, and mechanics. Each aspect was scored on a scale that reflected varying levels of proficiency, ranging from very limited to excellent performance. Content assessment focused on the relevance and completeness of ideas, while organization examined the logical sequencing of events and the effective use of connectors. Vocabulary assessment evaluated word choice and appropriateness, grammar assessment focused on the accurate use of tenses, pronouns, and sentence structures, and mechanics assessment addressed spelling, punctuation, and capitalization. Data analysis was conducted after all tests were administered and students' written work was scored. The analysis process began with calculating descriptive statistics, including mean scores and standard deviations for both pretest and posttest results. To determine whether the observed improvement in students' writing ability was statistically significant, a t-test was applied. The t-test analysis involved calculating the mean difference between pretest and posttest scores, the standard deviation of the difference, and the standard error of the mean difference. The obtained t-value was then compared with the critical t-value at a 5% significance level with degrees of freedom ($df = n - 1$). If the calculated t-value exceeded the critical value from the t-table, the null hypothesis was rejected, indicating a significant effect of storyboard use on students' recount writing ability. Through this analytical procedure, the study aimed to provide empirical evidence regarding the effectiveness of storyboard techniques as an instructional strategy in improving students' writing performance.

Results

This section presents the results of the quantitative analysis conducted to examine the effect of storyboard use on students' ability to write recount texts at the eighth grade of SMP Negeri 1 Lawe Alas in the 2023/2024 academic year. The findings are organized into descriptive statistics, measures of central tendency and dispersion, and inferential statistics using a paired-sample t-test. The presentation of results focuses solely on empirical findings without interpretation, in accordance with standard academic journal conventions.

Descriptive Statistics of Pretest and Posttest Scores

The primary data of this study were obtained from students' writing test scores administered before (pretest) and after (posttest) the implementation of storyboard-

based instruction. A total of 22 students participated in both tests. The descriptive statistics indicate a clear difference between students' writing performance prior to and following the instructional treatment.

Table 1 presents the distribution of students' scores on the pretest and posttest. Before the treatment, students' scores ranged from 60 to 65, whereas after the treatment, scores increased substantially, ranging from 75 to 85.

Table 1
Descriptive Statistics of Students' Recount Writing Scores (N = 22)

Statistic	Pretest	Posttest
Minimum	60	75
Maximum	65	85
Mean	61.82	80.00
Standard Deviation	2.41	2.13
Standard Error	0.52	0.47

As shown in Table 1, the mean score of the pretest was 61.82, indicating that students' initial writing ability was below the Minimum Mastery Criterion (KKM). In contrast, the posttest mean score increased to 80.00, which exceeds the KKM and reflects a higher level of writing achievement after the application of the storyboard technique. The decrease in standard deviation from 2.41 to 2.13 suggests that students' scores became more consistent following the treatment.

Individual Score Comparison

A comparison of individual pretest and posttest scores further illustrates the improvement in students' writing performance. Prior to the treatment, 14 students obtained a score of 60, while 8 students achieved a score of 65. None of the students reached or exceeded the KKM score in the pretest. After the treatment, the majority of students (18 out of 22) scored 80, two students scored 85, and two students scored 75. All students met or exceeded the KKM in the posttest.

Table 2 summarizes the frequency distribution of students' scores before and after the treatment.

Table 2
Frequency Distribution of Pretest and Posttest Scores

Score	Pretest Frequency	Posttest Frequency
60	14	–
65	8	–
75	–	2
80	–	18
85	–	2
Total	22	22

The data in Table 2 show a clear shift in score distribution from the lower range in the pretest to the higher range in the posttest. This shift indicates a substantial

improvement in overall student performance after the implementation of storyboard-based instruction.

Measures of Central Tendency

To provide a more detailed overview of students' performance, measures of central tendency—including mean, median, and mode—were calculated for both the pretest and posttest.

Table 3

Measures of Central Tendency

Measure	Pretest	Posttest
Mean	61.82	80.00
Median	60	80
Mode	60	80

As shown in Table 3, the median and mode of the pretest scores were both 60, indicating that most students performed at the lowest score level before the treatment. In contrast, the median and mode of the posttest scores were both 80, demonstrating a substantial upward shift in the central tendency of students' writing performance. This change reflects an overall improvement that affected the majority of students rather than a small number of high achievers.

Standard Deviation and Standard Error Analysis

The dispersion of students' scores was analyzed using standard deviation and standard error calculations. The standard deviation of the pretest scores was 2.41, while that of the posttest scores was 2.13. The reduction in standard deviation indicates a decrease in score variability after the treatment. The standard error of the mean for the pretest was 0.52, and for the posttest, it was 0.47. These relatively small standard error values suggest that the sample means closely represent the population means, thus increasing the reliability of the findings.

Difference Scores (Gain Scores)

To examine the magnitude of improvement for each student, difference scores were calculated by subtracting the pretest scores from the posttest scores. The difference scores ranged from 10 to 25 points. The total gain score for all students was 400, with a mean difference score of 18.18.

Table 4

Summary of Difference Scores

Statistic	Value
Total Gain (ΣD)	400
Mean Difference (MD)	18.18
Minimum Gain	10
Maximum Gain	25
Standard Deviation of Difference	3.22

The mean difference score of 18.18 indicates a substantial increase in students' recount writing ability following the storyboard-based instruction.

Inferential Statistics: Paired-Sample t-Test

To determine whether the improvement observed between the pretest and posttest scores was statistically significant, a paired-sample t-test was conducted. The t-test compared the mean pretest score with the mean posttest score for the same group of students.

The results of the t-test are summarized in Table 5.

Table 5
Paired-Sample t-Test Results

Variable	Mean	SD	SE	t	df	p
Pretest	61.82	2.41	0.52			
Posttest	80.00	2.13	0.47	25.97	21	< .05

The calculated t-value was 25.97 with 21 degrees of freedom. At the 0.05 significance level, the critical t-value was 1.721. Since the calculated t-value was significantly greater than the critical value, the null hypothesis was rejected. This result indicates that there was a statistically significant difference between students' pretest and posttest writing scores.

Achievement Relative to the Minimum Mastery Criterion (KKM)

An additional analysis was conducted to examine students' achievement relative to the Minimum Mastery Criterion (KKM) for English writing at the junior high school level, which was set at 75. In the pretest, none of the students met the KKM. In contrast, all students achieved scores equal to or higher than the KKM in the posttest.

Table 6
Students' Achievement Relative to KKM

Test	Students Below KKM	Students Meeting/Exceeding KKM
Pretest	22	0
Posttest	0	22

The data in Table 6 indicate a complete shift in students' achievement levels after the implementation of storyboard-based instruction.

Summary of Results

Overall, the results demonstrate a consistent and substantial improvement in students' recount writing ability following the use of storyboard techniques. The descriptive statistics show a marked increase in mean scores, while measures of central tendency and dispersion confirm that the improvement was widespread among students. Inferential statistical analysis further supports the conclusion that the improvement was statistically significant. These findings provide strong empirical

evidence regarding the effectiveness of storyboard-based instruction in enhancing students' writing performance.

Discussion

The findings of this study demonstrate that the use of storyboard-based instruction has a significant positive effect on students' ability to write recount texts. The substantial increase in students' mean writing scores from the pretest to the posttest indicates that storyboard techniques effectively support students in overcoming common challenges in writing, particularly at the junior high school level. Prior to the implementation of the treatment, students' writing performance was largely below the Minimum Mastery Criterion, reflecting difficulties in generating ideas, organizing events coherently, and sustaining content throughout the text. After the application of storyboard-based instruction, all students achieved scores above the mastery threshold, suggesting that the technique not only improved individual performance but also raised the overall level of achievement within the class. This improvement can be attributed to the structured nature of storyboards, which provide students with a clear framework for planning and sequencing events before translating them into written form. By visualizing ideas through images and structured panels, students were able to maintain focus on the narrative flow of recount texts, reducing confusion and enhancing coherence across paragraphs.

The effectiveness of storyboard techniques observed in this study aligns with theoretical perspectives on writing as a process-oriented activity rather than a product-oriented one. Writing requires learners to move through several cognitive stages, including planning, drafting, revising, and editing. Storyboards function as an effective pre-writing tool that supports the planning stage by helping students organize their thoughts and anticipate the progression of ideas. This finding is consistent with Wiesendanger's (2019) assertion that storyboarding emphasizes elaboration, prediction, idea development, and sequencing—key elements necessary for successful narrative writing. Moreover, the reduction in score variability after the treatment suggests that storyboard-based instruction benefits students across different proficiency levels, particularly those who previously struggled with idea development. The visual nature of storyboards appears to lower cognitive barriers for learners with limited linguistic resources, enabling them to focus on content generation before attending to grammatical accuracy. This supports Heaton's view that effective writing requires not only grammatical competence but also conceptual clarity, which can be fostered through appropriate instructional scaffolding.

From a pedagogical perspective, the findings highlight the importance of employing interactive and student-centered teaching strategies in writing instruction. Traditional teacher-centered approaches, which often emphasize grammatical drills and final products, may limit students' engagement and creativity in writing tasks. In contrast, storyboard-based instruction encourages active participation, creativity, and collaboration, creating a more supportive learning environment. The improvement in students' writing performance also suggests that integrating visual media into language instruction can enhance motivation and reduce students' anxiety toward writing tasks. When students perceive writing as an enjoyable and manageable activity rather than a burdensome one, they are more likely to engage meaningfully in the

learning process. Therefore, the results of this study provide empirical support for the integration of storyboard techniques into English writing pedagogy, particularly for teaching recount texts at the junior high school level. Although the study was limited to a single group and context, the findings offer valuable insights for teachers and curriculum designers seeking effective strategies to improve students' writing skills. Future research may explore the application of storyboard-based instruction in different text genres or educational levels to further validate its effectiveness and generalizability.

Conclusions

Based on the results of the study, it can be concluded that the use of storyboard-based instruction has a significant positive effect on students' ability to write recount texts at the eighth grade of SMP Negeri 1 Lawe Alas in the 2023/2024 academic year. The quantitative findings revealed a substantial improvement in students' writing performance after the implementation of the storyboard technique, as indicated by the increase in mean scores from the pretest to the posttest and the statistically significant results of the paired-sample t-test. Prior to the treatment, students' writing ability was generally below the Minimum Mastery Criterion, whereas after the treatment all students achieved scores that met or exceeded the expected standard. These findings suggest that storyboard techniques effectively support students in generating ideas, organizing events chronologically, and producing coherent recount texts. Therefore, storyboard-based instruction can be considered an effective and practical teaching strategy for improving recount text writing skills at the junior high school level. Future studies are recommended to apply this technique to other writing genres or educational contexts to further examine its effectiveness and broader applicability.

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