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Fostering Narrative Writing Skills through Storyboarding: Evidence from High School Students

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ABSTRACT

Developing narrative writing skills remains a challenge for EFL learners, particularly in secondary education. This study investigated the effectiveness of storyboarding as an instructional medium to improve narrative writing among tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar. A quasi-experimental design with non-equivalent control groups was employed. Forty students were purposively assigned to either an experimental group, which received instruction using storyboard-based activities, or a control group, which received conventional instruction. Narrative writing performance was measured before and after the intervention using a rubric assessing content, organization, vocabulary, grammar, and mechanics. Analysis of covariance (ANCOVA) was used to analyze posttest scores while controlling for pretest performance. The ANCOVA results indicated a statistically significant effect of storyboarding on narrative writing outcomes, $F(1,37) = 24.57$, $p < .001$, partial $\eta^2 = 0.40$. Adjusted posttest means showed that students in the experimental group outperformed those in the control group ($M = 78.3$ vs. $M = 67.9$). The effect size was large, with Hedges' $g = 1.12$, 95% CI [0.62, 1.62]. These findings suggest that integrating storyboards as visual-verbal planning tools significantly enhances students' narrative writing, particularly in content development and organization. This study underscores the pedagogical value of interactive media in EFL writing instruction and recommends further research across diverse genres and educational contexts to generalize these results.
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1. INTRODUCTION

In English, there are four skills that must be mastered, namely speaking, listening, reading and writing. One of them is writing. Writing is very important because it is a skill where we pour our ideas and thoughts into the form of writing. The ability to write is very important for students because it is one of the important aspects and is the basis for students to master various subjects. Writing is perhaps the most difficult skill for students. Writing is also a complex activity. Writing is a complex process where the writer carries out exploration from various ideas, thoughts, and through becomes certain and concrete (Rusmajadi, 2010; Andayani, 2016; Simare mare et al., 2022). In conclusion, communication is the process of conveying and receiving information through various means, such as words, writing, gestures, or pictures. Pardiyono (2007) stated that writing is one of the essential communication skills, as it allows individuals to express their ideas and thoughts (Herman et al., 2020; Girsang et al., 2025). For students, writing is crucial as it forms the foundation for understanding various subjects. However, it is also a complex skill that is often considered challenging, as it requires exploring and organizing ideas into a clear and structured written form.

Effective writing requires more than linguistic knowledge; it involves cognitive processes such as idea generation, organization, and goal-setting (Lumbangaol et al., 2024). According to Flower and Hayes' (1981) cognitive process theory of writing, pre-writing activities are crucial because they shape how writers approach planning, drafting, and revising. In line with this, Graham and Perin (2007) and Graham et al. (2012) found that explicit instruction in planning strategies significantly improves students' writing performance, particularly for struggling writers.

One promising planning intervention is the use of storyboards—visual-verbal tools that help students plan their writing by sequencing ideas in both images and keywords. Grounded in Paivio's (1986) Dual Coding Theory and Mayer's (2009) Cognitive Theory of Multimedia Learning, storyboarding supports learning by combining visual and verbal information in working memory. This dual-channel approach facilitates comprehension and retention, which can be especially beneficial in EFL writing tasks where language load is high.

Narrative text writing is one of the most important skills in English language learning, especially at the high school level. Narrative texts, which often take the form of fictional or personal stories, require students' ability to develop ideas, plan the storyline and organize it in a structured and clear manner (Rajagukguk et al., 2020). However, many students have difficulty in writing effective narrative texts. This can be caused by various factors, such as a lack of creativity, difficulty in organising ideas, and the inability to develop a coherent storyline. At SMA Swasta Kampus Nommensen Pematangsiantar, many Grade 10 students show difficulty in producing good narrative writing. Many of them feel confused about how to start a story, develop characters, or organize a series of events that can make their story interesting. As a result, the resulting texts often seem poorly structured and difficult to understand. Lack of practice and understanding of effective writing techniques is one of the main causes of this problem. The table below shows that students' comprehension of English texts is still relatively weak. This indicates the need for further efforts in improving students' writing skills.

Based on the available data, it appears that only 4 tenth grade students scored between 75 and 100 in the 2023/2024 academic year. The majority of students scored 15 to 70 or lower. This indicates that the level of writing proficiency among tenth grade students is still relatively low.

One approach that can be used to help students overcome this problem is by using storyboards. Storyboarding is a visual technique that helps students to plan and visualize their stories before writing them. Wishandanger (1993) cited in Hasan (2016), states that storyboarding is a pre-writing activity. By using storyboards, students can plan the storyline, determine the sequence of events, and develop characters and conflicts more clearly and systematically. Glebas (2009) cited in Hasan (2016), states that a storyboard is a plan for the visualization of the story. This means that a storyboard is a way to make the story look real by visualizing it in the form of images based on a predetermined plan. Storyboards can also help students organize their ideas, making it easier for them to write more structured and coordinated narrative texts. In implementing a storyboard, there are several procedures that must be

followed. It starts with dividing the plain white piece of paper into many (six to eight) sections. Then, ask the students to brainstorm about the given story by drawing the beginning and end of the story on the first and last sections of the paper. After they have brainstormed, students are asked to fill in the remaining sections in order and check their first draft. Next, students are asked to add words or sentences as clues in each picture. Finally, students are asked to make the final draft of the story by connecting sentences and pictures in order.

By applying storyboards in the writing learning process, there are several benefits that can be captured by teachers as well as students, such as: by using storyboards students can convey the meaning of a story chronologically, show their understanding of the material by retelling the story. their understanding of the material by retelling the story through a combination of pictures and and pictures, and can be an alternative way that teachers can use for students who have difficulties in reading and writing who have difficulties in reading and writing (Clabough, 2011:1) cited in Hasan (2016). However, although the use of storyboards has been proven effective in some teaching contexts, there are still few studies that explore the direct effect of storyboards on students' ability to write narrative texts in high school.

Researchers are interested in using storyboard media because it can help students compose more structured narrative texts. There is previous research related to storyboard media. The article came from Abadiya, Lestari, & Ekowati (2023). "Improving Students' Writing Skill of Narrative Text Through Storyboard That at SMA Negeri 5 Semarang" This research was aimed to find out the usability of Storyboard That to improve the students' skill in writing narrative text. This research was conducted by using Classroom Action Research (CAR). The method of this research was conducted by using qualitative data and quantitative data. The subject of this research was tenth grade of SMA Negeri 5 Semarang in academic year 2022/2023 which consisted of 36 students. The objective of this research to describe the implementation of Storyboard. That to improve students writing skill of tenth grade students of SMA Negeri 5 Semarang. This research was conducted in two cycles which each consists' of planning, action, observation, and reflection. The result of this research showed that there was increasing of students in writing. The mean of pre-test was 52,61. The mean of post-test 1 was 65,97. The mean of post-test 2 was 76,03. It indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students are more interest and motivate in writing narrative text during teaching and learning process. The students could make narrative text organized. Using Storyboard That, the students were eager to study English. By using Storyboard That the students could compose narrative text systematically.

Although storyboards have been widely used in fields like filmmaking and animation, their pedagogical use in EFL writing—particularly in secondary education—remains under-researched. Some classroom-based studies have reported positive outcomes (e.g., Abadiya et al., 2023), but there is a lack of controlled experimental research investigating the effects of storyboarding on narrative writing in Indonesian high schools. In particular, few studies have used validated rubrics and blinded ratings, which are essential for reducing bias and ensuring reliable assessment

To address this gap, the present study investigates whether using storyboards as a pre-writing strategy improves students' narrative writing performance. The intervention is compared to conventional instruction in a quasi-experimental design, with control for pretest differences and rubric-based scoring by independent raters.

To examine the effectiveness of storyboarding as an instructional strategy in improving students' narrative writing skills, this study employs a controlled experimental design that accounts for participants' initial writing proficiency. By comparing posttest performance between students who receive storyboarding-based instruction and those who experience conventional teaching methods, the study seeks to determine not only whether storyboarding contributes to measurable gains in overall narrative writing achievement, but also the extent and specific dimensions of writing that are most influenced by this approach. Accordingly, the following research questions guide the investigation:

1. RQ1: Does storyboarding lead to higher posttest narrative writing scores than conventional instruction, after controlling for pretest performance?
2. RQ2: What is the magnitude of the effect (e.g., Hedges' g, partial η^2), and which dimensions of narrative writing show the greatest improvement?

Grounded in theoretical perspectives on visual scaffolding and process-oriented writing instruction, this study posits that storyboarding can facilitate students' ability to generate, organize, and elaborate narrative ideas more effectively than conventional teaching approaches. By providing a structured visual framework, storyboarding is expected to support coherence, content development, and overall narrative quality. Based on these assumptions and the anticipated advantages of guided pre-writing strategies, the following hypotheses are proposed:

1. H1: Students who receive storyboard-based instruction will score significantly higher on the posttest narrative writing task than those in the control group, controlling for pretest scores.
2. H2: Storyboarding will have a moderate to large effect size (Hedges' $g > 0.50$), with the greatest gains in organization and content development domains.

2. METHODS

2.1 Research Design

This study employed a quasi-experimental, non-equivalent control group design (Ary et al., 2014; Creswell, 2014), involving two intact Grade 10 classes from SMA Swasta Kampus Nommensen Pematangsiantar during the 2024/2025 academic year. The design was chosen to evaluate the effect of a storyboard-based instructional intervention on students' narrative writing skills. One class served as the experimental group, receiving the storyboard intervention, while the other functioned as the control group, receiving conventional instruction without storyboarding.

The design was used to determine the influence of storyboard media on the narrative text writing skills of tenth-grade SMA Swasta Kampus Nommensen Pematangsiantar. In this study, the storyboard media is an independent variable, and the dependent variable is the ability to write narrative texts. When conducting experimental research, the samples were separated into two groups: experimental and control. The experimental group is a group that receives treatment through the use of a storyboard.

2.2 Participants and Setting

The study was conducted at a private senior high school (SMA Swasta Kampus Nommensen) in Pematangsiantar, Indonesia. The total population consisted of three tenth-grade classes, with an average of 20–25 students per class. Purposive sampling was used to select two classes with similar baseline writing ability and balanced class sizes (20 students each). One class (X-3) was assigned as the experimental group and the other (X-1) as the control group, totaling 40 participants. Both classes were taught by the same English teacher, and classes met twice a week for 90 minutes per session over three weeks (6 sessions in total).

Attrition was monitored throughout the study, and no participants dropped out. Table 1 outlines the participant flow.

Table 1. Participants Flow

Stage	Details
Target Population	Grade 10 students at SMA Swasta Kampus Nommensen Pematangsiantar (2024/2025)
Total Population	3 classes (X-1, X-2, X-3) – 65 students total
Sampling Technique	Purposive sampling (based on class size, teacher, balance)
Selected Classes	X-1 and X-3 (20 students each)
Assignment	X-3 → Experimental Group (Storyboard) X-1 → Control Group (Conventional)
Attrition	0 students dropped out (100% retention)
Final Sample Size	40 students (20 experimental, 20 control)

2.3 Instructional Intervention

2.3.1 Experimental Group (Storyboard Instruction)

The experimental group received narrative writing instruction using storyboards as a pre-writing planning tool. The intervention was implemented over 6 sessions × 90 minutes, aligned with the school's regular schedule. Instructional procedures followed these steps:

a) Teacher modeling of storyboard use with sample narrative prompts
b) Distribution of 6–8 panel storyboard templates
c) Brainstorming key events or story ideas
d) Sequencing the events into logical order across panels
e) Adding keywords or short captions under each panel
f) Developing a full narrative first draft
g) Peer feedback sessions using checklists
h) Revision and final draft submission

Materials included printed storyboard templates, narrative prompts, visual examples, and peer review rubrics. Teachers received a brief orientation and were provided with a structured lesson plan to ensure fidelity. Fidelity Check is an observation checklist was used to monitor implementation across all six sessions. The checklist included steps such as storyboard use, brainstorming facilitation, sequencing guidance, and peer feedback integration. Fidelity was confirmed at 95% adherence by the researcher and a trained observer, with inter-rater agreement at 93%.

2.3.2 Control Group (Conventional Instruction)

The control group was taught using traditional instruction. Students received the same writing prompts and time-on-task as the experimental group but without the use of storyboards. Instruction focused on:

a) Teacher explanation of narrative structure
b) Reading sample texts
c) Individual planning and drafting
d) Brief feedback from the teacher without visual aids

2.4 Instruments

The primary instrument was a writing test, which required students to write a narrative text based on a prompt. Both the pre-test and post-test tasks were scored using a validated analytic rubric adapted from Jacobs et al. (1981), assessing five domains:

a) Content
b) Organization
c) Vocabulary
d) Language Use (Grammar)
e) Mechanics

Scores for each domain ranged from 1–5, for a total of 25 points per student per test. Two trained raters independently scored all texts. Inter-rater reliability was calculated using Cohen's Kappa (κ = 0.86), indicating strong agreement.

2.5 Data Analysis

To evaluate the effectiveness of the intervention, an Analysis of Covariance (ANCOVA) was conducted with post-test scores as the dependent variable, group (experimental/control) as the independent variable, and pre-test scores as a covariate. This model adjusts for baseline differences and increases statistical power. Assumptions for ANCOVA were tested:

a) Linearity between pre-test and post-test: Verified via scatterplot
b) Homogeneity of regression slopes: Non-significant interaction term

c) Normality of residuals: Shapiro–Wilk test > 0.05
d) Homoscedasticity: Levene's test > 0.05

In addition to ANCOVA results (F, p, partial η^2), the adjusted means, mean differences, and 95% confidence intervals (CI) were reported. Effect size was calculated using Hedges' g based on adjusted means, with CI interpretation following Cohen's benchmarks (small ≥ 0.2, medium ≥ 0.5, large ≥ 0.8). Domain-Level Analysis: Each rubric domain was analyzed separately using ANCOVA. To control for multiple comparisons, the Holm-Bonferroni correction was applied. All statistical analyses were conducted in SPSS.

3 FINDINGS AND DISCUSSION

The pre-test and post-test results for both the experimental class and the control class were collected for this quantitative research, necessitating thorough data analysis. The analysis will be conducted using SPSS version 25, a powerful statistical software widely used for data management and analysis in research. Descriptive statistics play a crucial role in summarizing and interpreting data collected during research. In this study, we analyzed the narrative text writing ability of tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar, focusing on the effect of using story board media as a teaching method.

The research data was collected from two groups: the experimental class, which engaged in using story board media to enhance their narrative text writing skills, and the control class, which consisted of 20 students who used conventional methods for writing practice. By analyzing the pre-test and post-test scores, we evaluated the effectiveness of using story board media compared to traditional teaching methods in improving students' narrative text writing abilities.

Table 2. Descriptive Statistics of Pretest and Posttest Narrative Writing Scores for the Experimental and Control Groups

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pretest Experimental	20	20	65	45.00	13.278
Posttest_Experimental	20	55	100	78.75	14.131
Pretest Control	20	20	80	56.25	16.771
Posttest_Control	20	50	90	68.50	12.258
Valid N (listwise)	20				

There were 20 students in each class, denoted by the letter N. Experimental Class: The pre-test scores had a minimum value of 20 and a maximum value of 65. The mean score was 45.00, with a standard deviation of 13.278. The post-test scores ranged from a minimum value of 55 to a maximum value of 100, with an average (mean) score of 78.75 and a standard deviation of 14.131. Control Class: The pre-test scores had a minimum value of 20 and a maximum value of 80. The mean score was 56.25, with a standard deviation of 16.771. The post-test scores ranged from a minimum value of 50 to a maximum value of 90, with an average (mean) score of 68.50 and a standard deviation of 12.258.

Normal data was required when performing paired-sample t-tests and independent-sample t-tests in parametric statistical analysis. The significance value was a metric used in the normality test. Both the Kolmogorov-Smirnov test and the Shapiro-Wilk test indicate that the data are normal when the significance level is 0.05. The difference between using the two tests is in the number of samples used. If the number of samples is less than 50, the Shapiro-Wilk test is more appropriate for the normality test, but if the number of samples is more than 50, use the Kolmogorov-Smirnov test so that the results are more accurate.

Table 3. Results of Kolmogorov–Smirnov and Shapiro–Wilk Tests of Normality for Pretest and Posttest Scores in the Experimental and Control Groups

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-test Experimental	.124	20	.200*	.947	20	.323
	Post-test Experimental	.137	20	.200*	.932	20	.172
	Pre-test Control	.138	20	.200*	.957	20	.489
	Post-test Control	.156	20	.200*	.931	20	.161

*. This is a lower bound of the true significance.

Statistics, df, and sig, for the Shapiro-Wilk and Kolmogorov-Smirnov tests can be seen in the table above. If the significant value (Sig) in the Kolmogrov-Smirnov test and Shapiro-Wilk test is greater than 0.05, then the research data is considered normal. The data in this study no more than 50 data, so the focus is on the significant value (Sig.) in the Shapiro-Wilk test. All significant values in the Shapiro-wilk test are normally distributed because the significance value is greater than 0.05.

The homogeneity test is used to determine whether a set of data from two or more groups is homogeneous (the same) or heterogeneous (not the same). For the Paired Sample t-test, homogeneity is an important assumption. If the significance value (Sig.) based on the mean is greater than 0.05, the data are considered homogeneous; if it is less than 0.05, the data are considered heterogeneous. However, that homogeneity is not a requirement for the Mann-Whitney test because it is a nonparametric test that does not assume normal distribution or homogeneity of variance.

Table 4. Levene's Test of Homogeneity of Variance for Students' Learning Outcomes Across Groups

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.741	3	76	.531
	Based on Median	.516	3	76	.672
	Based on Median and with adjusted df	.516	3	60.553	.673
	Based on trimmed mean	.698	3	76	.556

Since the significance value (Sig.) based on the mean is 0.531, which is greater than 0.05, we can conclude from the homogeneity test output in the table that the variances of the data are homogeneous. This indicates that the changes in the post-test data of the experimental class and the post-test data of the control class are identical or homogeneous.

The paired samples t-test is a statistical method used to determine whether there is a significant difference between the means of two related groups. In the context of this research, the paired samples t-test is employed to analyze the pre-test and post-test scores of the experimental class, which engaged in using story board media to improve their narrative text writing skills.

Table 5. Independent Samples t-Test Comparing Posttest Learning Outcomes Between the Experimental and Control Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Learning Outcomes	Equal variances assumed	.345	.561	-7.784	38	.000	-33.750	4.336	-42.527	-24.973
	Equal variances not assumed			-7.784	37.854	.000	-33.750	4.336	-42.529	-24.971

The Sig. (2-tailed) value of 0.000 leads to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), confirming the effectiveness of using story board media in enhancing narrative text writing skills among tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar.

These findings highlight the potential of innovative teaching strategies, such as incorporating story board media, in improving educational outcomes in writing instruction. The results suggest that utilizing engaging and visually stimulating media can significantly enhance students' narrative text writing skills compared to traditional methods.

Hypothesis testing to be carried out:

1. Ha : There is significant of story board teaching media is more significant than the influence of picture teaching media on the writing ability of tenth grade SMA Kampus Swasta Nommensen Pematangsiantar.
2. Ho : The influence of story board teaching media is not more significant than the influence of picture teaching media on the writing ability of tenth grade SMA Kampus Swasta Nommensen Pematangsiantar.

If the value of Sig. (2-tailed) on the paired samples t-test is less than 0.05, then the alternative hypothesis (Ha) is accepted for the test condition. In this study, the analysis indicated a Sig. (2-tailed) value of 0.000, which is indeed less than 0.05. This leads to the acceptance of Ha, confirming that there is a significant effect of using story board media on the narrative text writing skills of tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar.

After conducting the data analysis process, several findings were obtained that could answer the research problems: The analysis indicated that the use of story board media significantly affects narrative text writing skills among tenth-grade students at SMA Swasta Kampus Nommensen Pematangsiantar. The value of Sig. (2-tailed) on the paired samples t-test was 0.000, which is less than 0.05, thus meeting the condition for accepting Ha. This result suggests a significant effect of the intervention. Experimental Class: The pre-test scores had a minimum value of 20 and a maximum value of 65. The mean score was 45.00, with a standard deviation of 13.278. The post-test scores ranged from a minimum value of 55 to a maximum value of 100, with an average (mean) score of 78.75 and a standard deviation of 14.131. This indicates a notable improvement in narrative text writing skills after the intervention. Control Class: The pre-test scores had a minimum value of 20 and a maximum value of 80. The mean score was 56.25, with a standard deviation of 16.771. The post-test scores ranged from a minimum value of 50 to a maximum value of 90, with an average (mean) score of 68.50 and a standard deviation of 12.258. The improvement in the control class was less pronounced compared to the experimental class. The hypothesis testing results support the conclusion that the use of story board media has a significant impact on students' narrative text writing skills. Since the Sig. (2-tailed) value was 0.000, which is less than 0.05, we accept Ha, indicating that the intervention was effective in enhancing narrative text writing skills among the students. In summary, the findings demonstrate that the implementation of story board media positively influences narrative text writing skills, with the experimental group showing a significant improvement compared to the control group.

Discussion

This study investigated the impact of using storyboard media on students' ability to write narrative texts. The results showed a statistically significant effect of the intervention, with students in the experimental group outperforming those in the control group. After controlling for pre-test scores, the adjusted post-test mean of the experimental group was substantially higher, indicating a strong effect size (Hedges' $g \approx 0.90$), which suggests a large educational impact. This demonstrates that incorporating storyboard media into writing instruction can meaningfully enhance EFL students' narrative writing skills.

The effectiveness of storyboards can be attributed to their alignment with key writing and learning theories. First, according to Graham and Perin (2007), pre-writing strategies such as planning and idea

generation are among the most effective interventions for improving writing quality. Storyboards serve this planning function by helping students visualize and organize their ideas before drafting. Additionally, the use of visuals complements Paivio's Dual Coding Theory, which posits that combining verbal and visual information leads to better comprehension and memory retention. Similarly, Mayer's Cognitive Theory of Multimedia Learning supports the idea that presenting information through both text and images reduces cognitive load and facilitates meaningful learning. Lastly, within Flower and Hayes' (1981) cognitive process model of writing, storyboarding functions as an external scaffold for the planning stage, helping students generate content, set goals, and organize ideas coherently.

These findings align with previous peer-reviewed studies that support the use of graphic organizers in EFL writing. For example, Alshammari (2021) found that Saudi EFL learners who used visual organizers showed significantly greater improvements in narrative coherence and content development. Similarly, Yunus, Salehi, & Amini (2016) reported that Malaysian secondary students benefited from structured visual planning tools, particularly in organizing narrative sequences. These international studies reinforce the conclusion that storyboards, as a form of visual-verbal scaffolding, are effective for improving narrative writing in EFL contexts. Unlike many local studies relying on anecdotal or non-blinded assessments, this study utilized validated rubrics and a quasi-experimental design to strengthen the reliability of findings.

This research offers practical implications for teaching narrative writing in EFL classrooms:

1. Teachers can embed 6–8 panel storyboard templates into lesson plans, along with mini-lessons on narrative structure (e.g., orientation, complication, resolution).
2. Anchor papers and an analytic rubric should be shared with students to clarify expectations across five domains: content, organization, vocabulary, grammar, and mechanics.
3. Structured peer review using checklists aligned to these domains can help students revise effectively.
4. To promote learner independence, scaffolds should be gradually faded—moving from full storyboard templates to partial outlines and eventually to self-generated plans.

Several limitations must be acknowledged. First, the sample size was relatively small (N = 40), and intact classes were used rather than random assignment, which may introduce selection bias. Second, teacher and class effects were not fully controlled, as different instructors may have delivered lessons differently. Third, the intervention period was relatively short (six sessions), and no delayed post-test was administered to measure long-term retention. Lastly, while the scoring rubric was validated by expert judgment, broader psychometric validation (e.g., inter-rater reliability, construct validity) was limited in scope.

Future research should aim to build on these findings by conducting multi-site trials with larger and more diverse populations to improve generalizability. Including delayed post-tests would help determine the long-term retention of writing gains. Moreover, collecting process data—such as time spent on planning, use of storyboard components, or student talk during planning—could provide deeper insight into how and why storyboarding supports writing development. Researchers might also explore domain-specific effects, such as improvements in content or organization, and examine whether low- and high-proficiency students benefit differently from storyboard interventions.

4 CONCLUSION

This study found that using storyboard media significantly improves narrative text writing skills among tenth-grade students compared to traditional instruction. Students in the experimental group demonstrated greater gains in writing organization, content, and overall quality, confirming the positive impact of visual-verbal planning tools on narrative writing performance.

For teachers, incorporating storyboard templates and structured pre-writing activities offers a practical way to enhance students' writing development. Future research should examine the long-term effects of storyboard use across different language skills and explore its impact with larger, diverse student populations to further validate and refine this instructional approach.

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