

## **Enhancing Narrative Text Writing Proficiency for Eleventh-Grade Students At SMA Negeri 2 Semarang : A Storyboard Media And Genre-Based Approach 2023**

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### **ABSTRACT**

This classroom action research aims to investigate the enhancement of grade XI students' English writing skills at SMA Negeri 2 Semarang through the implementation of Storyboard Media and the Genre-Based Approach in the teaching of narrative texts. The study focuses on addressing the challenges students face in developing their narrative writing abilities. By integrating Storyboard Media and the Genre-Based Approach, this research seeks to provide effective solutions to support students in improving their narrative text writing skills in English. To tackle these issues comprehensively, this study aims to provide a multifaceted solution by employing Storyboard Media as a visual aid and applying the Genre-Based Approach. Storyboard Media aids students in visualizing plotlines, characters, and settings, which helps them better plan and structure their narratives. Furthermore, the Genre-Based Approach enables students to understand and produce diverse types of narrative texts according to varying contexts and communicative purposes. As a result, there was a change where the average student score increased from 52 in the pre-test to 70.67 in the first cycle and an impressive 80.46 in the second cycle. This remarkable progress can be attributed to the ability of the Storyboard method to spark creativity, streamline revision, and increase student engagement through visualization. The structured, interactive approach encourages students to explore their narrative writing potential, delivering significant improvements. These findings have important implications for language teaching, highlighting effective methods for improving students' narrative writing skills, with an overarching objective of enriching their educational experience.

**Keywords:** Classroom Action Research, Writing Skill, Narrative Texts, Storyboard Media, Genre-Based Approach.

### **1. INTRODUCTION**

Writing skills have an important role not only in communication, but also career, self-reflection, and developing thinking abilities. Writing activities can organize and organize ideas in a structured manner, pay attention to clarity and coherence, and hone analysis and synthesis skills.

Apart from that, writing can also help to think effectively in conveying messages, communicate well, and achieve success in various areas of life. In developing narrative writing skills in English, speaking and writing skills are two sides of language skills that are interrelated (Basuki & Saputri, 2020).

The phenomenon of students' lack of skill in writing was found in the learning practices of class XI SMA Negeri 2 Semarang, namely in narrative text material. Based on observation data, in terms of text structure which includes context, idea development, character and assessment describe that student performance was assessed across seven classifications based on score ranges. The classifications ranged from "Excellent" for scores between 90 and 100 to "Very Poor" for scores between 10 and 29. The data revealed a diverse distribution of student performance. Notably, the "Fair" and "Poor" categories both had the highest representation, with 25% of the total

students falling into each of these two classifications. The "Good" classification included 13.89% of students, while "Fairly Good" accounted for 22.22% of the total. A smaller proportion, 2.78%, fell into the "Very Good" category, indicating a strong performance level. The "Excellent" category has no students.

From this percentage, the average value of narrative texts created by class XI students was 52.47. The average value still does not reach the Achievement of Learning Objectives (GPA/ KKTP), namely 75. In terms of language and grammar rules, as many as 37.5% have good criteria (errors less than 25%), as many as 51.6% have adequate criteria (errors less than 50%), and 10.9% (error more than 50%). From these findings, if grouped according to GPA/KKTP, the percentage of completion & non-completion can be seen as in the table below.

**Table 1.** Average value of writing skills for class XI

No	Achievement of Learning Objectives (KKTP)	Frequency	Percentage
1.	Above the KKTP	6	17.5%
2.	Under KKTP	30	82.5%
	Total	36	100%

In the context of narrative learning, this allows students to understand and produce different types of narrative texts depending on the context and communication goals. By using the Genre-Based Approach, students not only learn how to write strong narratives, but also understand the various frameworks and elements used in various types of narratives, such as adventure stories, horror stories, or love stories. This approach allows students to understand the differences in structure, language style, and communication purposes between these types of narratives. Thus, applying the Genre-Based Approach in narrative learning helps students develop broader and more skilled writing abilities, enabling them to explore various types of narrative

with confidence and creativity (Daniarti et al., 2020).

Storyboard media plays a crucial role in the learning process, especially in developing narrative writing skills. According to Wiesendanger (2001), the storyboard technique is a pre-writing activity that emphasizes elaboration (detailed explanation), predictions or estimates, idea development, and sequencing.

In the context of English learning, storyboards are an element that supports students in understanding, planning and developing stories more effectively.

By combining the use of storyboard media as a tool and the Genre-Based Approach in learning, this research aims to provide an effective solution in supporting the development of students' narrative writing skills in English. It is hoped that the results of this research will make a positive contribution to the learning of narrative writing skills in the educational environment.

In line with that, research conducted by Ramasari et al. (2021) provides concrete evidence that the use of storyboards significantly improves students' speaking abilities, because storyboards provide visual images that help students understand and design stories better. This also means that students can feel more confident in speaking, because they have a visual "road map" to follow during the presentation.

The Genre-Based Approach has also been proven effective in developing students' language skills, as found by research by Daniarti et al. (2020). This approach allows students to understand and produce various types of narrative texts based on context and communication goals. By using this approach, students not only learn how to write narratives in general, but also understand the differences in structure, language style, and communication goals among different types of narratives.

The use of storyboard media in learning English using the Genre-Based Approach can be a strong approach in teaching narrative writing skills in English.

In an effort to facilitate students' skills in speaking English in the context of narrative texts, this research proposes the use of storyboard media. Which has the potential to provide concrete support to students in developing their ideas and planning their stories better, so that students can write narrative texts with ease and structure.

By presenting a visual representation of the plot, characters, and events, storyboards help students to better understand and plan their stories. Apart from using storyboard media, this research also applies a Genre-Based Approach. This approach aims to support students in developing narrative writing skills by understanding the different types or genres of narrative writing. This allows students to understand the various structural and stylistic aspects required in various types of narratives. In this way, students not only learn how to write narratives in general, but also become adept at designing stories that suit specific communication contexts and purposes.

The literature review used as a reference for this research includes Tyas Dwijayanti (2012), Nurhayati, et al. (2019), LM Melalolin, NMSA Hartini, NWS (2020), Mahayant Dinamaryati (2021), Ardiansa (2022), and Rosita Nailil Farih, Fitri Yulianti, and Fauziah Ratna Hapsa (2023).

In Tyas Dwijayanti's research (2012), he explains the use of storyboard techniques in learning to write expository narratives for class VII students using experimental research methods with a Control Group Pre-test Post-test Design research design.

Research by Nurhayati, et al. (2019), describes the effect of implementing the Literacy Savings program on learning to write descriptive texts in junior high schools.

Furthermore, in LM Melalolin's research, NMSA Hartini, NWS (2020), described the improvement in recount text writing skills after applying the genre based learning approach to class VIII students.

Dinamaryanti (2021), aims to describe and analyze the impact of increasing student learning achievement in

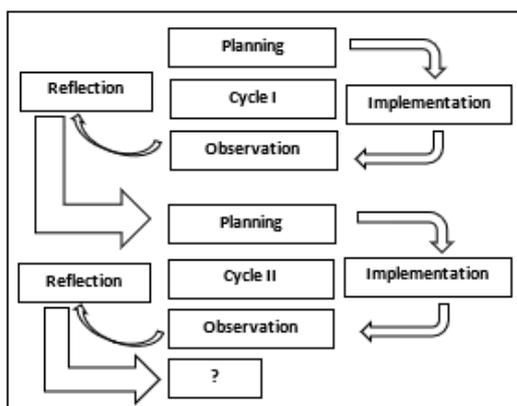
Indonesian language subjects, especially in compiling descriptive texts, applying a genre-based learning approach using topic card learning media.

Finally, research conducted by Ardiansa (2022) explains the influence of the storyboard learning model on aspects of students' narrative writing abilities. This type of research is quantitative or experimental.

## **2. METHODOLOGY**

The research used is a Classroom Action Research (CAR). Classroom Action Research (CAR) is an approach and procedure that can create direct effects in the form of improvements and improvements in the professionalism of educators in managing the teaching and learning process in the classroom. (Tisno, 1998) stated that PTK is a reflective study carried out in an effort to improve the ability to improve learning conditions. (Kemmis et al., 2014) and (I. Iskandar, nd) revealed that the cycle required for CAR is four steps which include planning, implementation, observation and reflection. This classroom action research also has benchmarks or references that must be considered so that this research runs properly. The researcher used the classroom action research steps that have been mentioned as a reference and implementation guide. As with other research methods, classroom action research also has a goal. The goals that educators need to achieve from classroom action research expressed by (E. Mulyasa, 2009) and (Daryanto, 2011) are, (1) a practice process in research, (2) getting used to developing oneself in learning, and (3) opportunities improvisation of learning actions. Many researchers have come up with different PTK models. However, in general, Arikunto (2013) divides it into four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The model description and explanation are as follows:

**Chart 1**  
Classroom Action Research Model



The objects of the research were 36 class XI students at SMA N 2 Semarang. This research was carried out on 12 August – 28<sup>th</sup> September 2023 in class XI-8 on narrative text material. The data obtained from research is literature study, written tests, and documentation. This literature study was carried out through the process of searching and collecting previous research which still has a correlation with research on the application of the Genre Based Approach model and storyboard media in improving writing skills. Primary data was obtained from written tests, questionnaire and documentation.

### 3. RESULTS AND DISCUSSION

This research utilizes a qualitative description approach to evaluate students' narrative text writing skills by applying the Genre-Based Approach and the Storyboard method through classroom action research. It was conducted at Semarang State High School 2 in class XI-8, comprising 36 students. The research includes two cycles, each with multiple sessions and pre-test, post-test I in the first cycle, and post-test II in the second cycle. After the pre-test, students' issues with vocabulary were identified, stemming from a lack of interest and difficulty understanding English. Subsequently, two cycles were carried out with tests at the end of each cycle to assess students' progress in narrative writing. The initial pretest administered using traditional teaching methods revealed

students' difficulties in understanding narrative text. This led to the decision to introduce alternative teaching methods using narrative text to improve students' narrative writing skills. The study concluded by comparing students' writing ability before and after the intervention, with results categorized by level of performance. Results are presented to provide insight into the impact of these instructional changes on students' narrative writing skills. The results of the students' pre-test can be seen in the following table

**Table 2.** Students' achievement in the Pre-test

KKTP	Frequency	Percentage	Description
75	6	16.67%	Complete
70	30	83.33%	Incomplete
Total	36 Students	100%	

$$\text{Mean Score} = 1897 \div 36 = 52$$

Upon conducting a thorough data analysis to calculate the mean score, an approximate value of 52.47 was derived. This mean score serves as a holistic representation of the performance of all 36 students, offering a comprehensive perspective on their achievements across various score categories. This analysis provides valuable insights into the distribution of student scores and the central tendency of their performance within the group. The findings suggest that the students exhibited limited comprehension of narrative writing skills, with their score falling below the

established minimum standard score (KKTP).

Thesis development in narrative texts is often unclear, and the text structure is frequently disorganized. Grammatical and spelling errors are also common in students' writing. While there are some efforts to compose narrative texts, most students still struggle to create a coherent flow of ideas and provide adequate details in their writing. The use of rich vocabulary and engaging expressions is also observed to be limited in students' writing.

### Description of cycle 1 data.

This research was conducted in two cycles. The implementation procedure of this classroom action research adopts the spiral model of classroom action steps developed by Arikunto (2013) divides it into four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.

During the first cycle, the planning phase revolved around crafting a comprehensive instructional framework for narrative writing, complete with aligned materials, attendance records, observation sheets, and initial assessments. The action phase comprised three meetings in August 2023, employing a contextual teaching and learning approach to enhance student engagement. The first meeting focused on improving narrative writing skills, the second delved into narrative nuances through group activities, and the third meeting involved a comprehensive review and a narrative writing test. This test assessed student progress, and the researcher calculated and presented percentage-based outcomes, evaluating students' grasp of narrative writing concepts and skills following the first cycle.

**Table 3.** Students' achievement in the Post-test cycle 1

KKTP	Frequency	Percentage	Description
75	19	52.77%	Complete
70	17	47.22%	Incomplete
Total	36 Students	100%	

$$\text{Mean Score} = 2544 \div 36 = 70.67$$

After undergoing treatment for narrative text writing, the student demonstrated a notable improvement in his GPA/KKTP, from a previous level of 50.06, indicating modest proficiency, to a GPA after treatment." reflects improved understanding, skills and confidence in students. High GPAs indicate a significant change in student performance from lower to higher grades, demonstrating more consistent and professional overall performance. This marked improvement is a promising result, confirming the success of the treatment in improving students' narrative writing ability and highlighting the value of appropriate teaching methods in improving students' narrative writing ability. promote academic progress.

"In the observation phase, both the researcher assessed students' learning processes and attitudes towards vocabulary acquisition. Initial observations during the first cycle revealed areas that needed improvement, prompting adjustments for the subsequent cycle. The incorporation of narrative texts in the teaching process to enhance narrative writing revealed that some students demonstrated keen interest, asking questions and actively participating when the researcher provided explanations. Conversely, some students exhibited hesitancy and shyness, hindering

their active involvement, despite encouragement to engage with the course content.

Reflecting on the test data, it is evident that students continue to exhibit weaknesses in narrative writing, primarily stemming from a lack of focused attention to the material. However, there was significant improvement in students' narrative writing skills. On the other hand, teachers' effectiveness in the teaching process may need to be enhanced because many students refuse to seek explanations or ask questions when they encounter difficulties. Observed limited student participation in class discussions and contribution of ideas, some students actively participated, while others appeared distracted, potentially diverting their attention away from narrative writing in the context of written narrative. Addressing this issue and encouraging greater student engagement is vital for the next second cycle.

#### **Description of cycle 2 data.**

In the second cycle, the treatment involved scaffolded narrative writing with the utilization of storyboards to guide students. The planning phase was meticulously designed by the researcher, encompassing lesson plans, materials, and instructional tools, while the action phase consisted of three meetings held on September 6th, 11th, and 28th, 2023. These sessions were structured to improve students' grasp of narrative writing using storyboards and to facilitate the creation of well-structured and engaging narratives.

During the planning phase, the researcher designed a comprehensive teaching plan, which included detailed lesson plans, resource organization, and meeting-specific goals. In the action phase, three meetings were conducted as follows:

First Meeting (September 6th):

This session introduced students to the step-by-step process of creating narrative comics using storyboards, with a focus on well-structured storytelling. The teacher-researcher provided explanations and ensured that students understood the concept. Additional explanations were proposed during the second meeting on

November 29, accompanied by practical exercises.

Second meeting (September 11th):

This meeting places more emphasis on narrative writing using storyboards, providing in-depth guidance and clarification. Students actively participate, ask questions and seek clarification. The teacher-researcher provided a detailed explanation of storyboard narrative writing, supported by practical examples and exercises.

Third Meeting (September 28th):

This session aimed to review and reinforce students' understanding of narrative writing with storyboards. The teacher-researcher addressed questions, provided further explanations, and administered a practical exercise to assess comprehension and application. The objective was to enhance students' ability to produce well-structured and engaging narratives using storyboards.

Upon completing the second cycle, the researcher assessed the students' understanding of vocabulary, presenting the results as a percentage.

**Table 4.** Students' achievement in the Post-test cycle 2

KKTP	Frequency	Percentage	Description
75	29	80.55%	Complete
70	7	19.44%	Incomplete
Total	36 Students	100%	

$$\text{Mean Score} = 2544 \div 36 = 80.46$$

The mean score, rounded to two decimal places, is approximately 80.46, signifying the average performance of the students in the dataset. This statistic offers valuable insight into the central tendency of the data, encapsulating the typical performance of the students across the

various score ranges. In this instance, it indicates that the students' overall performance is quite commendable, with a mean score slightly exceeding 80. Notably, this information underscores the effectiveness of the media of storyboards in enhancing students' writing skills. Such findings hold significance in the assessment and comparison of student performance and in comprehending the score distribution within the dataset.

The observation data collected during the study offered valuable insights into the synergy between students' utilization of storyboards and the development of their narrative writing skills. These observations provided a detailed account of how students engaged with storyboards as a visual tool in the narrative writing process, highlighting their strategies, creativity, and comprehension of well-structured storytelling. The students paid close attention to and felt genuinely excited while working on group assignments involving storyboards, highlighting the positive impact of this approach on their engagement and enthusiasm. Notably, in the second cycle, there was a substantial improvement in their mastery of narrative writing skills. The Storyboard method played a pivotal role in this enhancement, offering visual organization for sequencing events, increasing engagement, and fostering creative expression. Additionally, it encouraged careful narrative planning and step-by-step review. While some students actively participated, others occasionally diverted their attention, necessitating a focus on improving overall student engagement in the subsequent cycle.

In the context of narrative writing, employing creative methods to engage students is crucial, ensuring their sustained interest in the subject matter. Using narrative writing as a medium within the classroom fosters an active learning environment, involving students in multiple exercises, promoting their responses, peer corrections, and active participation. Initial observations introduced narrative writing as a teaching tool, with some students initially disengaged. However, as the method

continued, significant improvements were noted, with students becoming more enthusiastic and engaged. This narrative shift in teaching methodologies has led to a transformative improvement in students' narrative writing skills. Starting from an average score of 52 in the pre-test, students' average score jumped to 70.67 in the first exam and reached an impressive 80.46 in the second exam, highlighting effectiveness continuity of the Storyboard method in improving students' narrative writing skills. . This approach not only energizes the writing process but also fosters creativity, precision, and advanced revision skills. In summary, the Storyboard method has emerged as a valuable tool to enrich narrative writing, significantly improving students' narrative writing skills.

#### **4. CONCLUSION**

In conclusion, the narrative writing enhancement using the Storyboard method has yielded remarkable improvements in students' narrative writing skills. The data clearly demonstrates a significant and consistent upward trend in mean scores across the cycles, reflecting the efficacy of this pedagogical shift. At the outset, students exhibited room for improvement with a mean score of 52 in narrative writing during the pretest phase. However, as the Storyboard method was introduced, students experienced a notable transformation, with their mean scores surging to 70.67 in the first cycle and further to an impressive 80.46 in the second cycle. The success of the Storyboard method can be attributed to its ability to facilitate visual planning, nurture creativity, and streamline the revision process. Students' engagement and enthusiasm for narrative writing increased significantly, as they embraced the incorporation of visual elements into their narratives. This structured and engaging approach encourages students to explore their narrative writing potential, leading to substantial progress. The data serves as a testament to the Storyboard method's effectiveness in consistently enhancing

students' narrative writing skills. Based on the research results, the following are some recommendations:

1. Teachers should continue to use Genre Based -Approach (GBA) with online comics to teach English. They should strive to help students improve narrative structure, expand vocabulary, and improve expression.
2. Students should practice writing stories and continue their studies. They can use resources such as dictionaries and reading materials to improve their vocabulary and comprehension. It is important to be open to feedback and improvements from teachers.
3. Future research could explore a broader range of instructional methods and materials for teaching narrative writing. This also requires a larger sample size and longer evaluation period for a more comprehensive assessment of teaching methods.

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