

Developing Students' Worksheets of Narrative Text Using *Storyboard* in Teaching Writing Skill to 8th Grade Students of Junior High School

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Abstract

Writing narrative text remains a persistent challenge for Indonesian EFL learners at the junior high school level, particularly in generating ideas, organizing story elements, and maintaining coherence. Despite growing interest in worksheet-based learning materials, few studies have developed structured worksheets that integrate visual media, such as a storyboard, to scaffold the writing process. This study aimed to develop a storyboard-based worksheet, assess its feasibility, and evaluate teacher and student responses toward the product. This study employed a Research and Development (R&D) design following the Borg and Gall model, involving needs analysis, product development, expert validation, and two stages of field testing with 32 eighth-grade students at SMP Negeri 3 Parongpong, West Java, Indonesia. The product was validated as feasible (75%) and received positive responses from both students and teachers across testing stages. The findings indicate that the developed worksheet is a practical instructional tool that supports students' pre-writing process by helping them visualize story sequences and organize narrative structures. This study contributes to EFL instructional material development by demonstrating that integrating a storyboard into structured worksheets can enhance student-centered learning in narrative writing.

Keywords: Narrative Writing; Storyboard; EFL Learners; Material Development

INTRODUCTION

Writing is a fundamental skill in English language acquisition, enabling students to express their ideas clearly and coherently. In English as a foreign language (EFL) contexts, proficiency in writing is paramount as it directly supports students' academic achievement (Brown, 2001; Harmer, 2004). Consequently, the development of writing skill has become a significant focal point in English language teaching (ELT) research, particularly at the secondary school level, where students are expected to produce structured, meaningful, and genre-specific texts. In Indonesian junior high schools, narrative text is one of the text types taught in the curriculum. It allows students to express their creativity, develop story elements, and take part in the writing process (Riyanti & Suryaman, 2025; Shinta, 2023). However, composing a coherent and well-structured narrative can be a challenging task for EFL learners, as it requires both linguistic competence and the ability to organize ideas effectively. Students need not only grammar skills but also the ability to organize ideas, develop characters, and arrange events in a logical order. Because of these challenges, many researchers have tried to find effective ways to help students improve their narrative writing. The use of well-designed instructional media and teaching materials is increasingly recognized as crucial for supporting students' writing development. Worksheets, in particular, are acknowledged as effective tools that assist students in their learning activities and, when designed with appropriate scaffolding features such as guided

prompts, structural frameworks, and step-by-step instructions, promote supported independent practice rather than serving merely as assessment sheets (Sari, 2023; Juliana, 2024). Inayah (2020) further emphasizes that the choice of teaching methods plays a crucial role in students' narrative writing performance, as structured and guided approaches tend to yield better learning outcomes than unguided approaches. Many researchers have examined the relationship between worksheet design and students' writing performance, emphasizing the need to provide learning materials that are structured, visually engaging, and relevant to the context of EFL writing classes. In fact, many junior high school students in Indonesia still struggle with writing narrative texts. They often face challenges in generating ideas, organizing story elements, and maintaining coherence in their writing (Rahmawati, 2023). However, research on the development of worksheet-based tools that integrate visual media to support the narrative writing process remains limited. Although storyboards have been used as a teaching technique in classroom instruction (Tannuary, 2025; Sinaga, 2025), they are rarely developed as part of structured worksheets for eighth-grade EFL students. Therefore, this study aims to develop storyboard-based students' worksheets to support narrative writing and help eighth-grade EFL learners generate ideas, organize story elements, and produce coherent narratives.

Students need visual support to help them organize their ideas before writing a narrative text. One way to support this is by using storyboard as part of a worksheet, not only as a classroom activity. Storyboard provides a sequence of images that can help students visualize the storyline, plan the characters, and arrange the events from beginning to end (Aminin, 2024; Azizah, 2024). By integrating storyboard into worksheets, it is expected that students can organize their ideas more easily and improve their narrative writing. Research focusing on the development of storyboard-integrated worksheets for teaching narrative writing to junior high school students remains scarce. Conducting this study is important because it helps bridge the gap between the theoretical benefits of storyboard as a visual tool and its practical use in structured, student-centered learning materials. By developing and validating this product, this study is expected to provide meaningful and evidence-based learning materials for EFL writing instruction. This study aims to develop a Storyboard-based worksheet for 8th-grade students of SMP Negeri 3 Parangpong to support their narrative writing skills. To guide this study, the following research questions are proposed:

- a. How is the storyboard-based worksheet designed and developed for eighth-grade EFL narrative writing?
- b. How feasible is the worksheet based on expert validation?
- c. How do teachers and students respond to the worksheet?

To answer these questions, this study uses the Research and Development (R&D) method based on the Borg and Gall model. The data were collected through expert validation sheets and student response questionnaires. The data were then analyzed using percentage calculations to assess the worksheet's validity and practicality. This study is expected to produce a validated worksheet that can be used as a practical learning resource for English teachers, especially at the junior high school level. In addition, this study may provide useful insights for future research, particularly in developing learning materials that integrate visual media in EFL writing instruction.

METHOD

This study used the Research and Development (R&D) method, which focuses on developing educational products through a systematic process. This study followed the Borg and Gall (1971) model, which comprises 10 stages. However, due to time and research limitations, the

researcher adapted the model into several main stages, including research and information collecting, planning, developing the preliminary product, expert validation, product revision, limited field testing, and wider field testing. This research was conducted at SMP Negeri 3 Parongpong. The participants of this study were 32 eighth-grade students from one class. In the limited field testing stage, 10 students from the class were selected to try out the preliminary product. After revision, the wider field testing was conducted involving all 32 students in the same class to evaluate the practicality of the developed worksheet.

The instruments used in this study consisted of a validation sheet, a student and teacher questionnaire, and field notes. The validation sheet was designed using a four-point Likert scale to evaluate the feasibility of the developed product. The questionnaire was administered to collect responses from students and teachers regarding the practicality of the worksheets. Field notes were used to record observations of student behavior and engagement during the trial session. Data analysis was conducted using the descriptive percentage formula proposed by Sholikhah and Subekti (2025):

$$p = \frac{\sum total\ score}{\sum maximum\ total\ score} \times 100\%$$

RESULTS AND DISCUSSION

The Development Process

The development of these storyboard-based worksheets systematically follows the Borg and Gall model. In the initial stage, classroom observations in Class VIII D and interviews with the English teacher at SMPN 3 Parongpong revealed two main issues: (1) students experienced significant difficulties in generating ideas and organizing narrative elements; and (2) the absence of a specific worksheet for narrative writing, leaving students without structured guidance. The teacher confirmed that instruction relied solely on PowerPoint presentations without any student-centered writing scaffolding. Based on this needs analysis, a worksheet was designed by integrating a series of storyboard frames to guide students through pre-writing, drafting, and post-writing activities. The worksheet covers the general structure of narrative texts (orientation, complication, and resolution) and includes a sample text titled “The Lion and the Mouse.” Following an initial field trial and feedback from experts, several revisions were made to improve the clarity of instructions and visual layout prior to the main and operational field trials.

Product Feasibility (Expert Validation)

Before the product trial, two experts evaluated the worksheets based on three criteria: learning objectives, content selection, and task/assessment design. Table 1 presents a summary of the validation results.

Table 1. Summary of The Validation Results

No	Aspect	X1 (%)	X2 (%)	Average (%)	Criteria
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1.	Learning objectives	75%	75%	75%	Worthy
2.	Material selection	75%	75%	75%	Worthy
3.	Assignment Questions and Test	75%	75%	75%	Worthy
Overall Average		75%	75%	75%	Worthy

Based on Table 1, the overall validation average was 75%, placing the product in the “Worthy” category (61%–80%). Both experts (X1 and X2) consistently rated each aspect at 75%, reflecting agreement that the worksheet content, scope of materials, and assignment types are appropriate and aligned with the 8th-grade EFL curriculum. The appropriateness of the storyboard illustrations as a visual medium was also confirmed as worthy, supporting the product’s readiness for classroom testing.

Students' Responses

Table 2. Summary of Student Responses (Main and Operational Field Testing)

No	Aspect	Main Field Testing (%)	Operational Testing (%)	Criteria
1.	Ease of task completion	92.50%	71.88%	Worthy
2	Interest in learning	70.00%	71.88%	Worthy
3	Enthusiasm in class	77.50%	75.00%	Worthy
4	Interest in understanding content	77.50%	73.44%	Worthy
5	Comfort studying in class	72.50%	75.00%	Worthy
6	Support for development	85.00%	71.88%	Worthy
7	Improvement of writing ability	77.50%	74.22%	Worthy
8	Negative item average	56.67%	63.28%	Worthy
Average		72.25%	70.32%	Worthy

Based on Table 2, the average student response during the main field testing was 72.25% (Worthy/Good), and during the operational field testing it was 70.32% (Worthy/Good). The highest score in the main testing was 'ease of task completion' (92.50%), indicating that the Storyboard frames substantially helped students complete their writing tasks. 'Support for development' also scored high (85.00%), reflecting the worksheet's effectiveness in supporting students' narrative learning. The slight decrease in the operational testing is a common pattern in R&D studies, as a larger and more diverse student group under normal classroom conditions tends to produce more varied responses. Overall, the worksheet was positively received and considered practical for classroom use.

Teachers Responses

Teacher response questionnaires were similarly collected at both field testing stages. Table 3 presents a summary of teacher responses per aspect

Table 3. Summary of Teacher Responses (Main and Operational Field Testing)

No	Aspect	Main Field Testing (%)	Operational Testing (%)	Criteria
1.	Ease of providing exercises to students	75%	100%	Worthy

2.	Teacher interest in teaching	75%	75%	Worthy
3.	Students' enthusiasm observed by teacher	50%	75%	Worthy
4.	Students' interest observed by teacher	75%	100%	Worthy
5.	Teacher comfort in teaching	75%	75%	Worthy
6.	Ease of monitoring students' progress	50%	75%	Worthy
7.	Increase of students' writing intensity	50%	75%	Worthy
8.	Negative item average	58%	50%	Worthy
	Average	65%	72.5%	Worthy

Based on Table 3, the overall teacher response improved from 65% (Worthy) in the main field testing to 72.5% (Worthy/Good) in the operational field testing. The most notable improvement was in 'ease of providing exercises to students' and 'students' interest,' both reaching 100% in the operational testing, indicating that product revisions significantly enhanced the worksheet's usability from the teacher's perspective. The consistent improvement across the two stages confirms that the revision process was effective in addressing the initial concerns raised by the teacher. The findings of this study are consistent with previous R&D research that demonstrates the effectiveness of visual media in supporting students' narrative writing. Saputri (2020) found that the Storyboard technique significantly improved students' narrative writing performance by supporting idea sequencing and plot organization. Similarly, Putri (2025) and Handayani (2025) confirmed that Storyboard-based instruction enhances students' organization, engagement, and confidence in writing narrative texts. In line with this, Anggraeni (2021) demonstrated that the use of digital learning media to support students' writing activities produced measurable improvements in writing skills and motivated students to engage more actively with English writing tasks. The present study extends these findings by demonstrating that integrating Storyboard directly within a structured worksheet rather than using it as a standalone classroom activity produces a valid and practical product that is well-received by both students and teachers.

CONCLUSION

This study successfully developed a storyboard-based worksheet for teaching narrative text writing to eighth-grade students at SMPN 3 Parongpong using the Borg and Gall R&D model. The product was validated as feasible and received positive responses from both students and teachers across testing stages. The integration of storyboard elements proved effective in supporting students' pre-writing process by helping them visualize story sequences and organize narrative structures. These findings suggest that storyboard-based worksheets can serve as a practical instructional tool to enhance students' writing preparation in junior high school contexts. Therefore, English teachers are encouraged to integrate such media into writing instruction. Future research is recommended to conduct experimental studies to examine the effectiveness of this product in improving students' writing achievement.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to Allah SWT for his blessings, guidance, and the opportunity to complete this article. The author would also like to express sincere

gratitude to the supervisors for their valuable guidance, suggestions, and support throughout this research. The author also extends appreciation to the school, teachers, and students who participated in this study and contributed to the data collection process. Finally, the author would like to thank IKIP Siliwangi for providing academic support and facilities that helped in the completion of this research.

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