



THE IMPLEMENTATION OF STORYBOARD IN TEACHING READING AT SEVENTH GRADE JUNIOR HIGH SCHOOL

Sofita¹, Mohammad Kurdi Wijaya²

^{1,2}STKIP PGRI Bangkalan, Indonesia

E-mail: itasofita96@gmail.com¹, kurdi@stkipgri-bkl.ac.id²

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Corresponding Author:

Sofita

Email Corresponding :

itasofita96@gmail.com

ABSTRACT

This research examines the use of interactive media based on storyboards in teaching descriptive texts to seventh-grade students at SMP Negeri 3 Burneh. The main aim is to evaluate how reading and speaking skills can be integrated through storyboard activities and to assess students' engagement and comprehension. A qualitative descriptive approach was utilized, involving observations, interviews, and documentation. The results showed that storyboard media significantly aid students in understanding descriptive texts, while also stimulating their creativity and boosting their motivation. Students showed positive attitudes, with greater participation and enjoyment observed during lessons. These findings highlight the potential of visual-based media as an effective alternative strategy in English language instruction.

Keywords: *Storyboard, Reading Comprehension, Descriptive Text, Interactive Media, Visual Learning.*

1. INTRODUCTION

English learning in schools often focuses on reading and writing skills, while speaking skills receive less attention. This causes students to have difficulty speaking in English, especially when asked to describe something in a structured and detailed way. English as an international language plays an important role in global communication (Wahyuni et al., 2019; Jubaedah & Wirza, 2022). However, in many schools, English learning tends to focus more on reading and writing skills. Meanwhile, speaking skills, which are an important aspect of verbal communication, lack adequate attention. This situation causes students to have difficulty in

speaking English, especially in describing things in a structured and detailed way (Ditania, 2022). On the other hand, reading skills that are taught conventionally are not utilized to the fullest to support speaking skills. As a result, students cannot apply what they read to express ideas orally. One of the reasons is the lack of learning media that are able to connect the two skills. Reading and speaking skills are two interrelated language skills. Reading allows students to acquire information, enrich vocabulary, and understand language structures, while speaking is the primary way to verbally

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express ideas (Boudah, 2018; Kaforina et al., 2023). However, learning English in schools tends to teach these two skills separately, without deep integration. Reading skills are often taught conventionally, such as through text comprehension exercises that focus solely on answering written questions (Lownsberry, 2018; Amirah & Saidalvi, 2023). This leads to a lack of utilization of reading learning outcomes to support speaking skills (Herdina & Ningrum, 2023; Usuluddin et al., 2024). As a result, students have difficulty in applying what they read to oral communication. They tend to only memorize information without being able to convey ideas clearly or structure arguments in a structured manner. One of the main contributing factors is the lack of interactive learning media that connects reading skills with speaking. Traditional learning media often only function as a means of conveying information without providing space for interaction or simulation of real communication (Wattpad Corporation, 2023; Robin, 2019; Arroba & Acosta, 2021).

Reading and speaking are two crucial language skills that often receive unbalanced attention in the English learning classroom (Sujiyati, 2023). While reading is commonly emphasized, speaking tends to be overlooked, resulting in students who can comprehend

texts but struggle to express their understanding orally. Moreover, the separation between these skills in conventional teaching methods further hinders students' ability to apply reading outcomes in verbal communication.

Integrating visual media, particularly storyboards, offers a solution to bridge this gap (Fadilah et al., 2023; Arif, 2023). Storyboards combine visual and narrative elements, making abstract content more tangible. Their use in interactive games not only strengthens students' comprehension of descriptive texts but also fosters active speaking. This study investigates the impact of storyboard-based learning on students' reading comprehension and oral expression in descriptive text learning.

Storyboards are a medium that can help students understand descriptive text through a visual approach. When used in interactive games, storyboards can increase student engagement, reinforce their understanding of descriptive text, and encourage them to speak actively (Kamila & Wahyudi, 2025; Dewi, 2025). Thus, the use of storyboards is an innovative alternative to overcome challenges in learning descriptive texts. Storyboards are visual-based learning media that can be used to overcome this obstacle. With a visual approach, storyboards help students visualize the content of descriptive text, making it easier for them to understand the details of the description. When storyboards are combined with interactive games, such as group discussions

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or presentations, they not only improve students' comprehension of the text, but also encourage them to actively speak and participate in learning activities (Mawaddah & Heriyawati, 2022). Previous research has shown that the use of visual media, such as storyboards, can increase students' motivation to learn because of their engaging nature and support various learning styles. The medium also allows students to relate abstract concepts in the text to their real-life experiences, thus facilitating the process of critical and creative thinking (Larsari et al., 2024). In addition, the use of storyboards in interactive games also strengthens students' involvement in collaborative learning, which has proven to be effective in boosting their confidence when speaking in English (Kurniawan et al., 2022).

This research aims to integrate reading and speaking skills through the application of storyboard-based interactive games in descriptive text learning, so that students can improve their comprehension and communication skills.

2. LITERATURE REVIEW**2.1 *Reading and Descriptive Text***

Reading is defined as a complex cognitive activity that involves decoding symbols, interpreting meaning, and linking information to prior knowledge (Duke & Pearson, 2017). In descriptive text learning, reading supports vocabulary expansion, structural awareness, and sensory imagination crucial elements in description-

based expression (Knapp & Watkins, 2019). Reading is an active and interactive process that involves recognizing written symbols, understanding the meaning of words, and interpreting the meaning of the text as a whole. This process includes decoding, which is the ability to identify written words and associate them with appropriate sounds or meanings. According to Mulatu & Regassa (2022), reading involves not only the technical ability to recognize words, but also a cognitive process that integrates background knowledge, vocabulary, and critical thinking strategies to understand explicit as well as implicit information in a text. Reading also serves as a foundation for other language skills, such as speaking, as it allows learners to understand the structure of language and the concepts they can express in oral communication (Robeck & Wallace, 2019; Sheng, 2019).

In the context of language learning, reading serves to strengthen vocabulary and grammar mastery, as well as provide a model for using language in real situations. The reading process is also often associated with learning strategies, such as skimming to understand the general overview and scanning to find specific information (R. . Anderson & Pearson, 2020; Anderson, 2019). This strategy is important for improving reading efficiency and supporting task-based learning, such as understanding descriptive texts.

Reading is a basic skill that serves as a gateway to learning and communication,

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whether academically, professionally, or personally. The stages of reading start from decoding, which is the ability to recognize letters, words, or symbols as a unit of meaning. After that, readers enter the comprehension stage, where they analyze the structure of sentences and paragraphs to interpret the message that the author wants to convey. In the advanced stage, readers also perform critical evaluation, which is assessing the truth, relevance, or quality of the information obtained from the text. This process involves an active interaction between the reader and the text, where the reader connects the ideas contained in the reading with their prior knowledge or experience.

Reading has many functions, depending on the purpose and needs of the reader. Intensive reading, for example, is done to understand the details of a text in depth, such as in academic or research studies. Extensive reading, on the other hand, focuses more on general comprehension with the aim of improving skills or enjoying reading, such as novels or light articles. Reading can also be a medium of entertainment, such as reading fiction stories, or a medium of learning, such as understanding new concepts in textbooks.

Factors that influence reading ability include the reader's literacy level, vocabulary mastery, language structure, interest in the reading material, and the level of complexity of the text itself. Readers who have high motivation and a supportive environment will find it easier to develop reading skills. In

addition, reading is also a skill that can be developed through continuous practice, such as reading various types of texts, both in the mother tongue and foreign languages. In modern life, reading has a very important role. Apart from being a tool for acquiring knowledge, reading also helps one understand various perspectives, broaden horizons, and improve critical thinking skills. Reading is not just a mechanical activity, but also a process that shapes the way a person understands the world and communicates with others. Therefore, reading is an essential skill that is not only relevant in educational settings, but also in various aspects of social and professional life.

Descriptive text is a type of text that aims to describe an object, place, person, or event in detail so that the reader or listener can imagine it as if they were seeing it directly. This text is often used to provide in-depth information about the physical characteristics, properties, or circumstances of something that is the focus of the description (Dhananjaya et al., 2024; Fitri et al., 2022; Ciptaningsih et al., 2021).

According to Dhananjaya et al. (2024), descriptive texts aim to describe something based on facts that can be objectively verified as well as the author's subjective perception. In the context of language learning, descriptive texts serve to help students develop vocabulary, understanding sentence structure, and reading and speaking skills.

2.2 *Learning Media and Storyboard Integration*

According to Hasan and Milawati (2021), learning media include tools that support the transfer of knowledge in diverse formats. Storyboards, originally used in animation and film, are increasingly applied in education for visualizing narratives, sequencing events, and reinforcing content understanding. When used interactively, storyboards encourage critical thinking, collaborative learning, and verbal articulation (Mawaddah & Heriyawati, 2022).

Media is a means or tool used to convey messages, information, ideas, or entertainment from the sender (communicator) to the receiver (communicant). The concept of media includes various types and forms of communication that develop in human society. The media acts as a link between the sender and receiver of the message, so that information can be received and understood appropriately. In general, the media not only functions as a means of conveying information, but also plays an important role in shaping the worldview, public opinion, and culture of society.

Media can be distinguished based on its form, function and channel. Based on its form, media can be print media (newspapers, magazines, brochures), electronic media (television, radio, movies), or digital media (internet, social media, digital applications). Based on its function, the media has various purposes such as disseminating information

(information media), entertaining (entertainment media), educating (educational media), and influencing public opinion or behavior (persuasion media). The main function of the media is to connect people, expand the horizon of knowledge, and create awareness of social, political, economic, and cultural issues.

Storyboard is a visual tool used to design and visualize the storyline or concept of a project. It is generally in the form of a series of pictures or illustrations arranged chronologically. Storyboards were first introduced by Walt Disney animators in the 1930s, and have since been used in a variety of fields, including film, animation, advertising, video, to interactive learning media. This tool helps with the planning of each scene with details such as camera framing, dialogue, or other visual elements. In learning, storyboards are used to design material systematically so that it can make it easier for students to understand the content conveyed.

2.3 *Previous Studies*

There are several studies that are used as a reference in this study. The researcher views the research as a relevant reference in conducting research. The first research was Dewi (2025) In his research "Use of Visual Storyboard Media" according to this study, visual media such as storyboards are effective in increasing student engagement and helping them understand the text in depth. Storyboards

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allow students to visualize their ideas, making it easier for them to convey ideas through spoken language. This research also shows that storyboards can be used as a tool to make learning more structured and creative.

The second research conducted by Downie and Proulx (2022) "Gamification in Language Learning" This study focuses on the fact that a game-based approach in language learning is very effective for improving communication skills. This approach incorporates interactive elements such as games and visualizations, including the use of storyboards, to practice students' speaking and reading skills in a fun and interactive way improve students' speaking skills. Through this approach, students are given the freedom to imagine and convey their ideas, which is very helpful in learning descriptive texts.

This study is grounded in prior research by Dewi (2025), who found that visual media such as storyboards enhance students' cognitive engagement. Likewise, Downie and Proulx (2022) highlighted that gamified learning approaches contribute to the improvement of speaking skills. These findings provide a strong theoretical foundation for using storyboards as both instructional and motivational tools in English language learning. To explore the application of storyboard media in a real classroom context, this study employs a qualitative descriptive design.

The research was conducted at SMP Negeri 3 Burneh, specifically in class VII B. The participants included three students and one English teacher. Data were gathered using three instruments: observations, interviews, and documentation. Classroom observations focused on students' activities and interactions during the implementation of storyboard-based learning. Semi-structured interviews were conducted to gain insights into students' perceptions and experiences with the media. Documentation, in the form of photographs, was also used to capture the learning process visually.

The data analysis followed the interactive model by Miles & Huberman (2019), which involves four key steps: data collection, data reduction, data display, and conclusion drawing. Through this approach, the study aimed to capture an in-depth understanding of how storyboard media influence students' engagement and skill development in learning descriptive texts.

3. METHODS

Data analysis is a process of systematically searching and organizing data sourced from the results of observations, interviews, and documentation in the field (Sugiyono, 2021). The implementation of data analysis in qualitative research is carried out by searching and organizing the data obtained systematically by organizing, deciphering, demonstrating, certifying, identifying patterns, selecting important ones,

and drawing conclusions from field data (Patton, 2020; Tisdell et al., 2025).

3.1 Data Collection

Researchers collect data by looking for information necessary for their research. Then, the authors recorded the data obtained based on the location of the research.

3.2 Data Reduction

Data reduction is the process of simplifying, grouping, and disposing of unnecessary data. This process is carried out by researchers to simplify the data obtained in the field. The goal is to produce meaningful information and make it easier to draw conclusions.

3.3 Conclusion

The last step is to draw conclusions based on the data obtained by the researcher. This can be done by explaining the meaning of the data found and summarizing the results of the study into one conclusion. Researchers can draw conclusions through data obtained from observation and interviews, so that they can find answers to research problems.

4. RESULT AND DISCUSSION

4.1 Observation Results

During the classroom observation at SMP Negeri 3 Burneh, the teacher delivered a descriptive text lesson using a storyboard-based approach. The text titled “A Child in the Park” served as the basis for the activity. Students were first

guided to read and understand the text, identifying key descriptive elements such as adjectives, sensory details, and spatial information. Afterward, they illustrated scenes from the story using traditional hand-drawn storyboards, followed by short verbal presentations where they described their illustrations in English.

The use of storyboard media proved to be effective in several ways. First, it helped students visualize descriptive language, allowing abstract linguistic elements to become more concrete and understandable (Hasan & Milawati, 2021; Dewi, 2025). Second, the storyboard structure supported students in organizing narrative sequences, as they had to logically order the scenes and relate them to the descriptive content, consistent with the views of Knapp and Watkins (2019) on genre-based writing instruction. Third, the activity served as a bridge between reading and speaking skills, a pedagogical integration that Becerra-Posada et al. (2022) argue is essential for developing communicative competence in EFL contexts.

Moreover, the visual and interactive nature of storyboard tasks contributed to increased student engagement and participation. According to Dewi (2025), visual media like

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storyboards can significantly boost cognitive involvement, which was evident in the observed classroom where students enthusiastically collaborated, discussed, and presented their work. This finding is also in line with Duke and Pearson (2017) framework on reading development, which emphasizes the role of multimodal support in deepening comprehension.

In summary, the observational data confirm that storyboard media not only enhance students' understanding of descriptive texts but also encourage active participation, creativity, and integration of multiple language skills. These findings reinforce the idea that visual media are valuable alternative tools for English language instruction, especially in junior high school settings.

4.2 Interview Insights

The interviews conducted with three students revealed overall positive responses toward the use of storyboard media in learning descriptive texts. Students expressed that the activity not only made the lesson more enjoyable but also enhanced their understanding. One student mentioned, "It's fun and easier to understand the story using pictures," highlighting how visual elements helped them grasp the content more effectively. Another student shared, "I felt more creative and involved," indicating that the activity encouraged active participation

and supported the development of creative thinking. A third student remarked, "It's exciting—I wasn't bored and it felt like playing," suggesting that the integration of visual storytelling into the lesson created a playful and motivating learning environment.

These responses align with Mawaddah and Heriyawati (2022) findings that storyboard media increase student engagement and comprehension, particularly in descriptive text learning. Furthermore, the emotional and cognitive engagement observed through student feedback supports the claims of Dewi (2025), who emphasized the motivational power of visual media in education. The integration of enjoyment, creativity, and comprehension shows that storyboard-based instruction can transform traditional reading tasks into more meaningful and learner-centered experiences.

4.3 Documentation

Documentation in this study was obtained in the form of photographs using a cellphone during the implementation of the Storyboard in teaching reading.



Gambar 1. Student start making Storyboard



Gambar 2. Student explain their work using descriptive text

Discussion

The implementation of storyboard media in teaching descriptive text is closely aligned with constructivist learning theories, which emphasize that learners build knowledge actively through experience, interaction, and meaningful engagement with content (Hasan et al., 2021; Mawaddah & Heriyawati, 2022). In the observed classroom setting, students were not passive recipients of information. Instead, they engaged with the descriptive text “A Child in the Park” by visualizing its content, organizing narrative elements, and expressing their interpretations both visually and verbally. This approach

supports the idea that learning becomes more effective when it is contextual, participatory, and creatively driven (Kanter & Villagra, 2020).

The visual storytelling process helped bridge reading comprehension and oral communication, two language skills often taught in isolation (Larsari et al., 2024). Through storyboard creation, students demonstrated their understanding of descriptive elements such as setting, character, and sensory details. The follow-up verbal presentations encouraged them to articulate their ideas clearly, thus reinforcing speaking practice in an authentic context. This integration reflects the interdisciplinary nature of language learning as emphasized by Duke and Pearson (2017), who argue that reading and speaking should be taught as interconnected competencies to support holistic literacy development.

Student interviews provided further evidence of the effectiveness of storyboard media. One student expressed that the pictures made it easier to understand the story, while another highlighted the creative and engaging aspects of the activity. This aligns with findings from Dewi (2025), who found that storyboard-based learning not only improves comprehension but also increases student motivation and participation. The excitement and enjoyment mentioned by students also support the principle that emotionally engaging learning environments enhance retention and skill development (Yadav & Banerjee, 2021).

Despite its benefits, some challenges were identified during the implementation. The most notable were time constraints, as the drawing and sequencing process required extended periods, and technological limitations, such as lack of digital devices or familiarity with storyboard apps. However, these issues did not significantly disrupt the learning process, especially since the use of traditional hand-drawn storyboards was still effective in achieving the learning goals. As noted by Merlina (2020), low-tech visual tools can be just as impactful as digital ones when implemented with clear instructional guidance and learner involvement.

In summary, the use of storyboard media fostered a more student-centered, multimodal learning environment that enhanced both comprehension and oral expression. The findings reinforce the value of visual learning tools in EFL instruction and suggest that such approaches not only improve academic outcomes but also cultivate creativity, confidence, and enthusiasm among students.

5. CONCLUSION

Storyboard media significantly support students in understanding and expressing descriptive text. By combining visuals with interactive games, learners engage in a holistic reading-speaking experience. The positive student response underscores the potential of visual media in enhancing motivation and learning outcomes in English language classrooms.

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