

Teachers' Voice toward the Use of Storyboard in Teaching Writing Narrative Text

Shilvi Alfu Rohmatin¹, Zainul Aminin²

^{1,2}Universitas Negeri Surabaya, Indonesia

¹shilvi.20074@mhs.unesa.ac.id, ²zainulaminin@unesa.ac.id

Abstract

Writing is an essential skill for students to master. It is essential for communication, academic success, and future careers. However, many students struggle with writing due to variety of challenges. To address this, teachers can use engaging media like storyboards. Storyboards combine visual and textual elements, helping students plan and organize their narratives more effectively. The objective of this research is to explore the use of storyboards in teaching writing narrative text and the benefits and challenges of storyboarding in writing. The research design of this research was basic interpretative qualitative research. This research was conducted on seven English teachers in Surabaya and Gresik who met the predetermined criteria. To gather data, the researchers employed open-ended questionnaires and semi-structured interviews. The findings indicate that teachers use this medium to create fun learning. Teachers used different types of storyboards, including paper and digital ones. The results showed that storyboards significantly enhanced students' engagement and understanding of narrative text. However, this media also has challenges teachers and students may face. Overall, this research provides valuable insights into how teachers perceive and utilize storyboards for teaching narrative writing. The results of the research are expected to be a reference and provide data relevant to the views and experiences of teachers.

Keywords: *narrative text; teachers' voice; teaching writing, storyboard*

INTRODUCTION

Writing is an essential skill for students, influencing various aspects of their lives, including academics, the workplace, and personal relationships. Effective writing enables students to express their ideas, emotions, and knowledge clearly (Purnamasari et al., 2021). Additionally, good writing skills can enhance critical thinking, communication, and overall academic performance, contributing to future success (Hass & Lenong, 2021). Despite its importance, writing is often challenging to master due to the complex nature of the skill, which extends beyond grammar and punctuation. Students frequently face difficulties in generating and organizing ideas, transforming thoughts into coherent sentences, and revising their work (Hashey et al., 2020; Tanjung & Hafizh, 2022). The complexity of writing tasks can be overwhelming, making it difficult for students to meet the requirements of the writing process (Jagaiah et al., 2019).

Teaching writing is also a complex task that requires cognitive strategies and an understanding of the target culture to guide students through various writing components effectively. According to Brown (2001), writing involves content,

organization, vocabulary, grammar, and processes. Teachers must help students develop clear, coherent, and grammatically correct written expressions. This process involves multiple steps, including idea generation, organization, and spelling, which makes teaching writing particularly challenging (Yuce&Atac, 2019). Specifically, these challenges become even more pronounced when focusing on narrative text. Since narrative text involves telling a sequence of events, it necessitates careful planning and organization to maintain coherence and effectiveness. Students often struggle with creating coherent narratives and may lack the tools to develop their ideas, leading to challenges in producing effective narratives (Basuki&Tiyas, 2020).

In order to address these challenges, teachers can incorporate various learning media to enhance the writing process. One kind of media that can be utilized to teach writing narrative text is storyboard. Storyboard is visual tools that help students organize and visualize the elements of a narrative. Storyboards consist of a series of images that assist students in imagining and structuring their stories (Girsang, 2021). They can engage students by providing a visual basis for writing activities and facilitating the development of unique stories (Harmer, 2001; Janah, 2017). Storyboards also offer a clear method for understanding the relationship between different narrative elements and the overall structure of a text (Ahmed, 2021). Thus, integrating storyboards into writing instruction may effectively support students in mastering narrative writing.

Related to this research, the researchers have found several studies. The initial relevant study was research carried out by Wahid and Aziz (2022), which discusses the use of storyboards in the language learning process. The researchers identified some findings that show the positive impact of using storyboards in teaching writing. The results of this study highly suggested implementing storyboarding to create a dynamic, fascinating, and interactive learning environment in higher education classes. In addition, the study showed that students' motivation and confidence increased after their final storyboard task.

Furthermore, Hasan and Wijaya (2016) conducted research that explains the advantages of using a storyboard in writing narrative text. They found that storyboard can influence the student's writing ability in narrative text. The findings of the study indicated that the experimental class's post-test results were better than those of the control group. Additionally, this research has also shown that storyboards can improve students' writing skills in every aspect of writing, such as organization, content, vocabulary, mechanics, and language.

Similarly, Janah (2017) explored the use of storyboards to improve students' writing skills. This research used an action research method with observation and questionnaires as the instruments. It involved two cycles, each of which used the same procedure to identify the improvement of students' writing skills. The result showed that student participation in writing activities increased from 23% in the first cycle to 71% in the second. This indicates that using storyboards helps students become more active in learning and improves their writing skills and habits.

Apart from that, the researchers also found a study regarding teachers' voice. This study was conducted by A'yunin (2023) that explains the teachers' perspective and the benefits and challenges of using crossword puzzles. The researcher said that teachers' viewpoint plays a crucial role in shaping various aspects of education. She identifies the use of crossword puzzles by English teachers and the experiences of English teachers when they implement crossword puzzles in the teaching and learning process. So, it can

be a reference for other teachers to increase student interest through games or interesting learning media.

Moreover, Asyrida et al. (2021) conducted a study on teachers' perspectives regarding the use of storyboards in teaching reading. This study presents qualitative research that explores the perceptions of two English teachers and examines both the benefits and challenges of using storyboards in their English teaching. The study's results showed that storyboards can enhance students' character development, interaction, and reading comprehension by using sequence images. However, the teacher also encounters challenges such as struggling to maintain student concentration and dealing with limited vocabulary, which makes it more difficult for students to comprehend the narratives.

While previous studies have demonstrated the effectiveness of storyboard in improving students' writing skills, there is a lack of research on teachers' perspectives regarding the use of storyboard in teaching writing narrative text. Hence, the researchers are interested in investigating how the teachers' voice regarding the use of storyboard in teaching writing narrative text by addressing the following research question: (1) What kinds of storyboard are used by English teachers in teaching writing narrative text? (2) What are the benefits of teaching writing narrative text using storyboard? (3) What are the challenges of teaching writing narrative text using storyboard?

METHOD

In this study, the researchers employed a basic interpretative study approach. According to Ary et al. (2014), a basic interpretive study is a research approach that aims to understand a phenomenon through descriptive reports, using a variety of data collection techniques like interviews, observations, and document analysis. Thus, this research was a basic interpretative study as the researchers examined the descriptive understanding of the teachers' perspectives and experiences regarding the use of storyboard in teaching writing narrative text.

The subjects of this study are seven English teachers, five from Surabaya and two from Gresik. The researchers use purposive sampling to select the subject. Based on the sampling, the subjects of this research are English teachers who have met the criteria determined by the researchers to fulfill the research objective and are relevant to the focus of the study. A number of criteria determined by the researchers were: (1) English teacher who teaches senior high school students; (2) English teacher who teaches writing narrative text; (3) English teacher who teaches writing using storyboard for the last few years.

The researchers employed two different types of instruments to get the data. First, the researchers used an open-ended questionnaire since it gives more detailed information and allowed participants to express their answers or perceptions regarding the use of storyboard in teaching writing narrative text. The researchers used *Google Forms* to distribute the questionnaire. Then, the questionnaires were shared with the participants through *WhatsApp* or email as a requirement with the participants. Second, the researchers used semi-structured interviews as a data collection. This interview was conducted if the responses provided by participants in the questionnaire were unclear and required a more detailed explanation.

After the data were collected, the researchers conducted data analysis by familiarizing the data, generating initial code, searching for themes, reviewing themes, defining themes, and producing the report (Braun & Clarke, 2006). In this step, the

researchers organized the data and generated initial and theme codes. The seven English teachers are marked T1, T2, T3, T4, T5, T6, and T7. There are three main themes codes, which are types of storyboards, benefits of using storyboard, and challenges of using storyboard. After that, the researcher examined the themes to make sure that they accurately represent the significance of the data and context by reviewing coded extracts for coherence and assessing their relevance to the research questions. Then, the researchers interpreted the data by linking the research findings to existing concepts related to the research and creating a report that describes the significance of the data collected.

RESULTS AND DISCUSSION

This section discusses the findings of questionnaires and semi-structured interview, regarding the research questions: (a) What kinds of storyboards are used by English teachers in teaching writing narrative text?; (b) What are the benefits of teaching writing narrative text using storyboards?; (c) What are the challenges of teaching writing narrative text using storyboards? The following section provides detailed narratives and quotes to highlight these findings.

1.1 *What kinds of storyboard are used by English teachers in teaching writing narrative text using storyboard?*

Storyboards are classified into two main types. They are paper and digital storyboards. Based on the data collected, the researchers found that four teachers use paper storyboards, two others use digital storyboards, and one of them uses both paper and digital storyboards.

1.1.1. Paper storyboard

On the basis of the data, the researchers got four participants who used paper storyboard while teaching writing narrative text. Here are the statements of the participants.

T4: *"I prefer use paper storyboard because it is quite easy and have various sizes."*

T5: *"Because paper is more practical and simpler."*

T7: *"Paper storyboard is easy and simpler than digital storyboard."*

T1: *"Because, as our experience, students are still confused when we use digital in teaching. So, we try the paper one and it is better."*

1.1.2. Digital storyboard

According to the data, there are two teachers who used this type. The participants' statements are presented below.

T2: *"I use digital storyboard because it can make students learning meaningful and improve students' literacy in English."*

T6: *"Digital storyboard is interesting, so that students can edit their draft easily and flexibility."*

1.1.3 Both paper and digital storyboard

The researchers also found teacher who use both of paper and digital storyboard. Here is the statement of the participant.

T3: *"I use paper and digital storyboard to enlarge students' creativity and imaginary."*

Based on the findings above, the researchers found that there are two types of storyboards used by English teachers, which are paper and digital storyboard. This finding aligns with Proenca and Jiménez-Sáez (2020), who stated that there are two basic types of storyboards: traditional or paper storyboards and digital storyboards. Most participants chose paper-based storyboards because they were more accessible and allowed students to easily draw their stories. This finding aligns with Tvedebrink et al. (2022), who noted that paper storyboarding offers a simpler and more natural way to express feelings, emotions, and ideas that are difficult to convey through traditional methods like architectural drawings. Nevertheless, the use of digital storyboards is also interesting since it can enhance students' digital literacy and creativity. This statement corresponds with the research conducted by Wong (2019), who stated that the integration of digital storyboard in educational contexts was shown to develop students' creativity and digital literacy.

1.2 *What are the benefits of teaching writing narrative text using storyboard?*

Based on the data collected from participants, the researchers found that storyboard has several benefits in teaching writing narrative text regarding teachers' experiences. Teachers reported several benefits based on their experience. There are three beneficial aspects found in this research. They are the ease of understanding the material, the use of engaging media, and the simplicity of organizing the narrative. Here are the explanations.

1.2.1 *Storyboard can make students understand a narrative text easily*

The first benefit of using storyboard is that students can understand narrative text easily. Storyboard requires students to break down their stories into key components of narrative text, including orientation, complication, and resolution. It enhances their understanding of narrative text structure and the elements. These are the statements of the participants.

T1: *"Storyboard can make our students easily understand narrative text."*

T6: *"By using storyboard, students will understand about narrative text especially in writing skill."*

T7: *"Storyboard can help students easy to understand narrative text."*

Based on the statements above, this finding aligns with the research conducted by Fernandes et al. (2021), who stated that storyboarding was recognized as a valuable tool in aiding students' comprehension of narrative texts.

1.2.2 *Storyboard can help students organize the story*

The second benefit is that storyboards assist students in organizing their stories. According to the participants, storyboards help students arrange their ideas and offer a clear framework for their narratives. This enables students to plan the order of events more easily and ensures a coherent and logical flow of the story.

T3: *"Students are able to organize and memorize the story orderly by using storyboard."*

T2: *"Storyboard can help students organize their ideas."*

T6: *"Students can organize their story easily and orderly."*

Based on the participants' statements, this finding is in line with Hafour and Al Rashidy (2020), who stated that storyboarding helps students become more organized while describing the events of the story that will be explained, increase their vocabulary, and generate ideas for interesting and motivating writing. It means that students can understand the material well by implementing storyboard in teaching writing narrative text.

1.2.3 Storyboard can help students visualize the story

The third benefit of storyboard is that it can help students visualize their story. Storyboard provides images that support students visualize their thoughts and ideas. This visual representation breaks down narratives into distinct scenes, allowing students to see the sequence of events clearly. These are the statements of the participants.

T2: *"Storyboard supports students to break down the concept and visualize their learning."*

T6: *"Storyboard helps students to visualize their story."*

This finding corresponds with the research conducted by Ahmad (2021), who stated that storyboarding is an effective strategy for simply conveying concepts or ideas. Its linear structure and visual depiction enable students to get what is being said easily, and it may assist students in visualizing their narrative.

1.2.4 Storyboard can make learning activity more interesting and fun

The fourth benefit is that storyboard can make learning activity more interesting and fun. Some participants said that using storyboard in teaching writing narrative text can make learning activity more interesting. The visual and interactive nature of storyboarding can make the writing process more engaging and enjoyable for students. These are the statements of the participants:

T4: *"Storyboard can make learning more interesting and varied."*

T2: *"Storyboard can create fun activity in the classroom because it provides images and can be a platform for students to discuss with their friends."*

T3: *"Storyboard is such of fun activity to relate the story."*

T5: *"It can be very useful and helpful in my teaching, make learning more interesting, and help students to write a story."*

T6: *"Storyboard is simple and interesting for students to do their work."*

Based on the participants' statements, this finding is in line with Janah (2017), who assumed that students be more active in the learning activity when using storyboard. Students' active participation in the learning process indicates that learning is interesting and fun so that students enjoy the material.

1.2.5 Storyboard can help students think creatively

The fifth benefit of storyboard is that it can help students think creatively. Storyboard can stimulate students' creativity by providing a visual and structured framework that encourages imaginative thinking and detailed planning. Using storyboards encourages students to think visually about their narratives, allowing them to develop and structure their stories more dynamically. Here are the statements of the participants.

T7: *"Storyboards help students to think creatively."*

T3: *"Storyboard can enlarge students' creativity and imaginary."*

This finding is in line with Yuniawati and Priyana (2023), who stated that storyboard fosters students' creativity, teamwork, responsibility, and critical thinking, making it a powerful tool for enhancing student engagement and promoting collaborative learning.

1.2.6 Storyboard supports teachers in the learning process

The sixth benefit of utilizing storyboard is that it supports teachers during the learning process. Several participants mentioned that using storyboards could be helpful in the process of teaching and learning because students can easily understand the material and enjoy the learning process. These are the statements of the participants.

T5: *"Storyboard is very useful and helpful in my teaching."*

T7: *Storyboards help students think creatively and easy to understand about the narrative text. So, it really helps me in my teaching."*

This finding corresponds with Wahid and Aziz (2022), who stated that storyboarding develops the active, creative, and cognitive engagement of students in classroom activities. It could be a helpful tool for teachers to offer a diversity of instruction.

1.2.7 Storyboard can improve students' literacy

The last benefit that the researchers found is that storyboard can improve students' literacy. Storyboarding encourages students to interact with the text in a meaningful way, enhancing critical thinking and creativity as students plan and organize their ideas. This process not only supports writing skills but also enhances reading comprehension, as students learn to interpret and visualize the content of stories. This is the statement of the teacher.

T2: *"Storyboard can provide meaningful learning experiences and improve students' literacy in English."*

This finding aligns with Maulida et al. (2017), who stated that storyboard encourages the integration of reading and writing in class, enabling students to describe their illustrations in detail, which ultimately enhances their literacy by improving their ability to communicate ideas clearly and cohesively.

1.3 What are the challenges of teaching writing narrative text using storyboard?

Although storyboard offers many benefits, it also presents several challenges. The researchers found that the participants had difficulties when implementing storyboards in teaching and learning writing. These challenges include the lack of students' vocabulary, time-consuming, and lack of confidence. Below are the explanations of the challenges.

1.3.1 Limited students' vocabulary

The challenge of using storyboards in writing often comes from the limited students' vocabulary. This means that when students create storyboards, they may struggle to find the right words to express their ideas clearly. Most of the participants faced this challenge; they said that students have difficulty

in writing because of students' vocabulary. Here are the responses of the teacher.

T1: *"The challenge of using storyboard is students' vocabularies capabilities in creating narrative text."*

T2: *"Low vocabulary and language use of students, which makes students, have difficulty in writing."*

T3: *"Most of the students lack of vocabulary but they are so successful to build their imagination."*

T4: *"Sometimes students cannot find the right words to express the story."*

T7: *"Students' vocabulary is limited."*

T5: *"Students have limited vocabulary. They find it difficult to express their ideas."*

Based on the statements above, this finding aligns with Maharani et al. (2023), who stated that vocabulary is the most difficult component in writing English for the students.

1.3.2 Time-consuming

The second challenge of using storyboard in teaching writing narrative text is time-consuming. Creating a storyboard requires students to plan and visualize each scene or element of their narrative, which can take considerable time and effort. Based on the participants' experience, this challenge can be classified into two parts: time-related students' vocabulary and time-related students' digital skills.

1.3.2.1 Time-related students' vocabulary

Based on teachers' experience, students struggle to express their idea, which makes them need a long time to create storyboards. Here are the statements of the participants.

T7: *"Students vocabulary is limited, so that it takes a long time for students to complete their story."*

T2: *"Students need more time to do their tasks because they have to find the appropriate word and translate it into English."*

According to the participants' statements, this finding is consistent with the research carried out by Rahayu et al. (2023), who stated that vocabulary depth and size can influence writing performance.

1.3.2.2 Time-related students' digital skills

This challenge is especially for digital storyboard. Some students are unfamiliar with digital tools, which can make the learning process more challenging and time-consuming. It is related to the participants' experience. Here are the statements of the participants.

T3: *"I found some of my students cannot use the technology appropriately. It can be difficult for them because they are unfamiliar with digital tools."*

T6: *"Some students have difficulty when using digital storyboard."*

According to the participants' statements, this finding aligns with Onbasili et al. (2022), who explain that implementing storyboards in

the classroom requires understanding digital technology and multimedia components.

1.3.3 Lack of confidence

Some teachers and students may face this challenge. It is related to the participant's experience; she explains that her students are less confident with their storyboard results. This concern often arises from perceived shortcomings in their drawing or writing skills and comparison with peers' work or the standards. Here is the statement of the participant.

T2: *"Sometimes students lack confidence in resulting their own storyboard."*

According to the participant's statement, this finding aligns with the research conducted by Mardiansyah (2018), who affirmed that students' achievement in writing was influenced by their self-confidence. Therefore, positive teacher feedback and encouragement are necessary to help students build their confidence.

CONCLUSION

Based on the results and discussion in the preceding section, teachers can use storyboard media to deliver narrative text. A storyboard is an illustration or series of images arranged in a certain order to be a graphic organizer for pre-visualizing a narrative or written text. This media can make learning interesting and fun by providing images that help students easily understand the material. Storyboards have two main types. They are paper and digital storyboard. Each teacher uses different storyboards depending on the students' needs and teaching style. Most teachers prefer to use paper storyboards due to the accessibility of the method and to make it easier for students who are unfamiliar with digital storyboards. Besides the different types of storyboards, storyboarding offers some benefits that enhance the learning process. The benefits of storyboarding are demonstrated through the experiences of the teachers. There are seven benefits of using storyboard in teaching writing narrative text, including storyboards help students easily understand narrative text, help students organize the stories, help students visualize their story, make learning activities more interesting and fun, encourage students' creativity, support teachers in the learning process, and can improve students' literacy. Despite these benefits, storyboarding also presents certain challenges. The participants of this research experienced three challenges, including limited students' vocabulary, time-consuming, and lack of student self-confidence. Therefore, while storyboarding offers numerous benefits in enhancing students' engagement and understanding of narrative text, it is important for teachers to address these challenges to ensure its effectiveness.

In light of the findings about storyboard use, the researchers noted that the study's limitations were the small number of subjects and the lack of detailed data collected. Nevertheless, this study implies that using storyboard in teaching narrative text enhances students' engagement and comprehension. Moreover, the research highlights the benefits and challenges of using storyboards in narrative writing instruction, which can serve as an overview for teachers to design lessons that address potential difficulties. Therefore, further research is required to expand the current study in different ways, such as investigating the strategies to overcome the difficulties of using storyboard and comparing the effectiveness of paper and digital storyboard.

ACKNOWLEDGMENT

We express our sincere gratitude and deep appreciation to the English teachers who participated in the data collection process. Their willingness to engage in this study was instrumental in achieving our research objectives, and their valuable contributions significantly enriched the quality and depth of our findings.

REFERENCES

- Ahmed, R. S., Moneim, M.-A.A., & Samah. (2021). Using Storyboard for Enhancing EFL Writing Skills of Primary Stage Students. *Journal of The Faculty of Education- Mansoura University* 116(3), 3–20. <https://doi.org/10.21608/maed.2021.235823>
- Asyrifah, L., Lestari, A., & Purwati, O. (2021). Teacher's Perception: Teaching Reading Storyboard for Mentally Retarded Students. *Jurnal Education and Development*, 9(3), 81–85.
- A'yunin, R. (2023). Teachers' Voice of Using Crossword Puzzle Games to Improve Students' Vocabulary. *RETAIN: Journal of Research in English Language Teaching*, 11(02), 8-14.
- Ary, D. (2014). *Introduction to Research in Education*. United States: Wadsworth Cengage Learning.
- Basuki, E. P., & Saputri, T. (2020). Teaching Writing Narratives Online by Using Storyboard Technique During the Lockdown period of the Virus Covid-19 Outbreak. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 554–560. <https://doi.org/10.24256/ideas.v8i2.1682>
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Brown. (2001). *Teaching by Principle and Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
- Girsang, E. (2022). Improving Students' Narrative Writing Ability by Implementing Digital Picture Series in Online EFL Class. *RETAIN: Journal of Research in English Language Teaching*, 9(03), 117-123.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hasan, D. N., & Wijaya, M. S. (2016). Storyboard in Teaching Writing Narrative Text. *English Education: Jurnal Tadris Bahasa Inggris*, 9(2), 262.
- Hashey, A. I., Miller, K. M., & Foxworth, L. L. (2020). Combining Universal Design for Learning and Self-Regulated Strategy Development to Bolster Writing Instruction. *Intervention in School and Clinic*, 56(1), 22–28. <https://doi.org/10.1177/1053451220910733>
- Hass, A., & Lenong, B. (2021). Assessing The Academic Writing Skills of Final Year English Second Language (ESL) Educations Students to Determine Their Preparedness as Language Teachers: A Practical Approach at A University of Technology. *Education and New Developments 2021*, 371–375. <https://doi.org/10.36315/2021end079>
- Hayati Tanjung, N., & Al Hafizh, M. (2022). Undergraduate Students' Ability in Writing Argumentative Essay at Universitas Negeri Padang. In *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)* (Vol. 624, pp. 180–184).
- Jagaiah, T., Howard, D., & Olinghouse, N. (2019). Writer's Checklist: A Procedural Support for Struggling Writers. *Reading Teacher*, 73(1), 103–110. <https://doi.org/10.1002/trtr.1802>

- Janah, M. (2017). Improving Students' Writing Ability Through Storyboard. *SMART Journal*, 3(1), 48–56. <https://doi.org/10.26638/280.203X>
- Maharani, F. E., Rahmatika, A., & Safitri, L. (2023). Exploring Students' Difficulties in Writing English Focused on Vocabulary. *Indonesian Journal of ELT and Applied Linguistics (IJEAL)*, 2(2), 2809–557. <https://jurnal-lp2m.umnaw.ac.id/index.php/IJEAL>
- Mardiansyah, R. (2018). A Correlation between Self-Confidence and Essay Writing Achievement. *EDUKASI: Jurnal Pendidikan Dan Pengajaran*, 5(2), 154–166.
- Onbasili, U. I., Tuncay, A. A., Seker, B. S., & Kiray, S. A. (2022). An Examination of Pre-Service Teachers' Experiences in Creating a Scientific Digital Story in the Context of Their Self Confidence in Technological Pedagogical Content Knowledge. *Journal of Baltic Science Education*, 21(2), 207–223. <https://doi.org/10.33225/jbse/22.21.207>
- Proenca, J., & Jimenez-Saez, F. (2020). Design of services for the incremental innovation management in SMEs. *Revista Universidad & Empresa*, 22(39), 1–20.
- Purnamasari, D., Hidayat, D. N., & Kurniawati, L. (2021). An Analysis of Students' Writing Skill on English Descriptive Text. *English Education: Jurnal Tadris Bahasa Inggris*, 14(1), 101–114. <https://ejournal.radenintan.ac.id/index.php/ENGEDU>
- Rahayu, A., Rahma, A., & Salija, K. (2023). The Effects of Vocabulary Size and Depth on EFL Students Writing Performance. *PINISI Journal of Art, Humanity, and Social*, 3(3), 17–29.
- Tvedebrink, T. D. O., Jelić, A., & Robinson, S. (2022). Stories of structures, spaces and bodies: towards a tectonics of well-being. *Architecture, Structures and Construction*, 2(4), 661–674. <https://doi.org/10.1007/s44150-022-00044-x>
- Wahid, R., & Aziz, A. (2022). Storyboarding: A Model Technique for The Language Learning Process. *LLT Journal: Journal on Language and Language Teaching*, 25(2), 497–504. <https://doi.org/10.24071/llt.v25i2.4253>
- Wong, D. (2019). Digital Storytelling Using Both Keyboard and Pen. In A. W. Tso (Ed.), *Digital Humanities and New Ways of Teaching* (pp. 195–218). Springer Nature Singapore. https://doi.org/10.1007/978-981-13-1277-9_11
- Yüce, E., & Ataç, B. A. (2019). Peer editing as a way of developing ELT students' writing skills: An action research. *Journal of Language and Linguistic Studies*, 15(4), 1226–1235. <https://doi.org/10.17263/jlls.668377>
- Yuniawati, D. T., & Priyana, J. (2024). Improving Students' Engagement Using Collaborative Canva Storyboard. *Journal of Foreign Language Teaching and Learning*, 9(1), 60–78. <https://doi.org/10.18196/ftl.v9i1.19836>