

**THE EFFECT OF STORYBOARD ON THE STUDENTS' READING
ACHIEVEMENT OF THE EIGHTH-GRADE AT SMP NEGERI 5
BANJARMASIN**

SARJANA'S THESIS

**NURWANDA RIZKIRANA
REG. NUMBER: 2110117220007**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2025

**THE EFFECT OF STORYBOARD ON THE STUDENTS' READING
ACHIEVEMENT OF THE EIGHTH-GRADE AT SMP NEGERI 5
BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

NURWANDA RIZKIRANA

REG. NUMBER: 2110117220007

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2025

LETTER OF APPROVAL

LETTER OF APPROVAL

This is to certify that the *Sarjana's* thesis proposal of Nurwanda Rizkirana reg. number 2110117220007 entitled "The Effect of Storyboard on the Students' Reading Achievement of Eighth-Grade at SMPN 5 Banjarmasin" has been approved by the advisors for oral examination.

Banjarmasin, 28 September 2024
Advisor I,



(Dr. Hj. Noor Eka Chandra, M.Pd.)
NIP. 197710232001122003

Second Advisor II,



(Eka Puteri Elyani, M.Pd.)
NIP. 199101302019032014

Approved by:
Coordinator of English Language Education Program,



Dr. Moh. Yamin, M.Pd
NIP. 198007162010121003

REVISION APPROVAL FORM

The undersigned hereby declares that:

Name : Nurwanda Rizkirana
Students' ID : 2110117220007
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effect of Storyboard on the Students' Reading Achievement of
the Eighth Grade at SMP Negeri 5 Banjarmasin

Has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the Thesis Examination.

Banjarmasin, May 2025

Advisor I,



(Dr. Hj. Noor Eka Chandra, M.Pd.)

NIP. 19771023 200112 2 003

Advisor II,

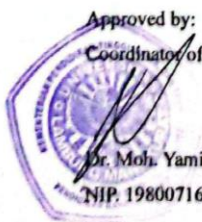


(Eka Puteri Elyani, M.Pd.)

NIP. 19910130 201903 2 014

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd.

NIP. 19800716 201012 1 003

**REVISION APPROVAL FORM
RESEARCH RESULTS SEMINAR**

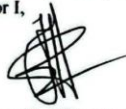
The undersigned hereby declares that:

Name : Nurwanda Rizkirana
Student's ID : 2110117220007
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effect of Storyboard on the Students' Reading Achievement of The Eight-Grade at SMP Negeri 5 Banjarmasin

Has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the thesis examination.

Banjarmasin, June, 2025

Advisor I,



Dr. Noor Eka Chandra, M.Pd.

NIP. 197710232001122003

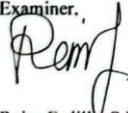
Advisor II,



Eka Puteri Elvani, M.Pd.

NIP. 199101302019032014

Examiner,



Raisa Fadilla, S.Pd., M.Pd.

NIP. 199208202018032001

Approved by:

Coordinator of English Language Education Program,



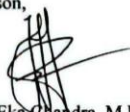
Dr. Moh. Yamin, M.Pd.

NIP. 19800716 201012 1 003

LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis of Nurwanda Rizkirana, Reg. Number 2110117220007 entitled **"The Effect of Storyboard on the Students' Reading Achievement of the Eighth Grade at SMP Negeri 5 Banjarmasin"** has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

Banjarmasin, 30 June 2025
Chair Person,



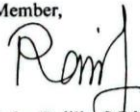
Dr. Noor Eka Chandra, M.Pd.
NIP. 197710232001122003

Member,



Eka Puteri Elyani, M.Pd.
NIP. 199101302019032014

Member,



Raisa Fadilla, S.Pd., M.Pd
NIP. 199208202018032001

Approved by:
Coordinator of English Language Education Program,



Dr. Moh. Yamin, M.Pd
NIP. 19800716 201012 1 003

PERNYATAAN KEASLIAN TULISAN
(STATEMENT OF ORIGINALITY)

Saya yang bertanda tangan di bawah ini:

Nama : Nurwanda Rizkirana
NIM : 2110117220007
Program : Sarjana (S1)
Program Studi : Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan Skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Banjarmasin, 4 Juli 2025

Yang membuat pernyataan,



Nurwanda Rizkirana

Nurwanda Rizkirana

ABSTRACT

Rizkirana, Nurwanda. 2025. *The Effect of Storyboard on the Students' Reading Achievement of the Eighth Grade at SMP Negeri 5 Banjarmasin*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. First advisor: Dr. Hj. Noor Eka Chandra, M.Pd., Second advisor: Eka Puteri Elyani, M.Pd.

Keywords: reading achievement, storyboard, teaching reading.

Reading is an essential component in mastering language skills and plays a pivotal role in academic achievement. However, some eighth-grade students at SMP Negeri 5 Banjarmasin still struggle with reading comprehension. This study aims to examine the effect of using storyboard as a visual learning medium on students' reading achievement, particularly in understanding narrative texts. The research compares students taught using storyboard with those taught using comic strip, seeking to identify whether there is a difference in achievement between the two groups.

This study employed a quantitative approach with a quasi-experimental design involving 56 students from class VIII-B (experimental) and VIII-C (control). A reading comprehension test, consisting of a pre-test and post-test, was used as the primary data collection instrument. The results were analyzed using the Independent Samples t-Test through SPSS version 21.

The findings reveal that the experimental group, which was taught using storyboard, achieved a higher post-test average score (78.79) compared to the control group using comic strip (70.04). The significance value (0.028) was lower than the α level (0.05), and the t-test value (2.258) was greater than the t-table (2.005), indicating a significant difference in reading achievement. It is concluded that the use of storyboard positively impacts students' reading skills, particularly in identifying main ideas, specific information, and interpreting vocabulary in context. Thus, it is recommended that teachers incorporate storyboard into English reading lessons to foster better comprehension and greater student engagement.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin, all praises and gratitude be to Allah Subhanahu Wa Ta'ala, who has granted strength, patience, and perseverance so that the researcher is finally able to complete this *Sarjana's* Thesis entitled "**The Effect of Storyboard on the Students' Reading Achievement of the Eighth-Grade at SMP Negeri 5 Banjarmasin.**" The completion process of this work surely involved many parties. Therefore, please allow the researcher to express his deepest appreciation and thanks to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M.Si. as the Rector of Lambung Mangkurat University.
2. Prof. Dr. Sunarno Basuki, Drs., M.Kes. AIFO as the Dean of the Faculty of Teacher Training and Education of Lambung Mangkurat University.
3. Dr. Moh. Yamin, M.Pd. as the Coordinator of the English Language Education Study Program.
4. Dr. Hj. Noor Eka Chandra, M.Pd. as the researcher's first advisor who patiently taught, guided, and motivated the researcher to start, execute, and complete *Sarjana's* Thesis appropriately.
5. Eka Puteri Elyani, M.Pd. as the researcher's second advisor and the researcher's academic advisor who has generously provided her time, thoughtful feedback, and unwavering support to the researcher during the researcher's studies and in completing this *Sarjana's* Thesis.
6. Elvina Arapah, M.Pd. as the expert validator for her willingness to examine and validate the instrument of this research.
7. Zainal Hakim, S.Pd. as the headmaster of SMP Negeri 5 Banjarmasin, who permitted the researcher to conduct the research in that school.
8. Wisnu Kartika Hadi Putra, S.Pd. as the English teacher of SMP Negeri 5 Banjarmasin who helped the researcher in collecting the research data to complete *Sarjana's* Thesis.
9. Misfah Khairina, S.Pd. as the expert validator for her willingness to examine and validate the instrument of this research.

10. The eighth-grade students of SMP Negeri 5 Banjarmasin academic year 2024/2025 who have fully participated and contributed in this research.
11. All lecturers and staff of the English Language Education Study Program whose academic guidance and administrative assistance greatly contributed to the researcher's journey during the past four years.
12. To the researcher's dearest parents, Arita Erlisda and Irwansyah, for their pure love, steadfast support, and countless sacrifices that have become the foundation of the researcher's strength and perseverance. Their devotion is beyond measure and will forever be cherished.
13. The researcher's beloved siblings, Muhammad Erlanda Rukmana and Nurintan Aisha, whose unwavering support and presence have been a source of strength and encouragement.
14. The researcher's university beloved best friend, Rabiatul Adawiyah, Natasya Permata Puteri, Kenzo Evaz Elfansa, Annisa Karina, and the member of Swag Geng, who are willing to strive and fight for their dreams along with the researcher throughout a very tough journey. The researcher will always pray them all the luck and success.
15. Lastly, the researcher himself, who has been wrestling for years in questioning his worth and existence; surviving days and nights filled with insecurities. He thanks himself for still managing to accomplish everything till the finish line.

This research has not certainly achieved perfection. Thus, constructive feedbacks and suggestions for improving its quality will be highly appreciated. Finally, it is expected that this research may yield positive contribution to the development of English Language Teaching.

Banjarmasin, May 2025

The Researcher

TABLE OF CONTENT

LETTER OF APPROVAL	i
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	5
1.4 Scope of the Study.....	5
1.5 Significant of the Study.....	6
1.5.1 Theoretical Significance.....	6
1.5.2 Practical Significance.....	6
1.6 Hypothesis.....	7
1.6.1 Null Hypothesis (H ₀).....	7
1.6.2 Alternative Hypothesis (H _a).....	7
1.7 Definition of Key Terms.....	7
1.7.1 Storyboard.....	7
1.7.2 Reading Achievement.....	7
1.7.3 Narrative Text.....	8
CHAPTER II	9
LITERATURE REVIEW	9
2.1 Media in English Language Teaching.....	9
2.1.1 The Roles of Media in ELT.....	10
2.1.2 The Type of Media.....	12
2.1.3 Storyboard.....	14

2.1.4 Comic Strip	20
2.1.5 The Comparison between Storyboard and Comic Strip	25
2.2 Reading	26
2.2.1 Reading Comprehension	26
2.2.2 Reading Achievement	27
2.3 Teaching Reading	30
2.3.1 Principle for Teaching Reading	30
2.3.2 Teaching Reading in Junior High Scholl	31
2.4 Narrative Text	33
2.4.1 Definition of Narrative Text	33
2.4.2 Generic Structure of Narrative Text	33
2.4.3 Language Features of Narrative Text	34
2.4.4 Example of Narrative Text	35
2.5 Previous Study	36
CHAPTER III	40
METHOD OF RESEARCH	40
3.1 Approach and Type of Research	40
3.2 Population and Sample	42
3.2.1 Research Population	42
3.3 Research Sample	43
3.4 Instrument	43
3.4.1 Test	44
3.4.2 Observation	45
3.5 Instrument Testing	46
3.5.1 Validity	46
3.5.2 Reliability	47
3.6 Data Collection	48
3.6.1 Procedures of Data Collection	48
3.6.2 Technique of Data Collection	49
3.7 Data Analysis	50
3.7.1 Descriptive Statistics	50
3.7.2 Normality Test	50

3.7.3 Homogeneity Testing.....	51
3.7.4 Hypothesis Testing	51
CHAPTER IV.....	53
RESEARCH FINDINGS & DISCUSSION	53
4.1 Description of the Data.....	53
4.1.1 Data Results in Experimental Group	53
4.1.2 Data Results in Control Group.....	57
4.2 Research Findings	61
4.2.1 Reliability Testing.....	61
4.2.2 Descriptive Statistics.....	62
4.2.3 Normality Testing	63
4.2.4 Homogeneity Testing.....	64
4.2.5 Hypothesis Testing	66
4.2.6 Observation.....	68
4.3 Discussion of the Research Findings.....	72
CHAPTER V	77
CONCLUSIONS AND SUGGESTION	77
5.1 Conclusions	77
5.2 Suggestions.....	78
REFERENCES.....	80
STATEMENT OF ORIGINALITY	82
APPENDICES	83
CURRICULUM VITAE.....	144

LIST OF TABLES

Table 2. 1	The Comparison between Storyboard and Comic Strip.....	25
Table 2. 2	Capaian Pembelajaran of Fase D for Junior High School.....	31
Table 2. 3	The Example of Narrative Text.....	35
Table 3. 1	The Design of Quasi-Experimental Research	41
Table 3. 2	Research Population	42
Table 4. 1	The Schedule of Experimental Group	54
Table 4. 2	Students' Pre-test and Post-test scores in Experimental Class.....	56
Table 4. 3	Students' Achievement in Minimum Criteria of Matery Learning.....	57
Table 4. 4	The Schedule of Control Group	58
Table 4. 5	Students' Pre-test and Post-test scores in Control Class	60
Table 4. 6	Students' Achievement in Minimum Criteria of Matery Learning.....	61
Table 4. 7	The Result of Reliability Testing	62
Table 4. 8	Descriptive Statistics	62
Table 4. 9	The Result of Normality Testing.....	63
Table 4. 10	The Results of Homogeneity Testing for Pre-Test.....	65
Table 4. 11	The Results of Homogeneity Testing for Post-Test.....	65
Table 4. 12	The Results of Independent Sample t-Test	67

LIST OF FIGURES

Figure 2. 1 The Example of storyboard.....	17
Figure 2. 2 The Example of Comic strip.....	21

LIST OF APPENDICES

Appendix 1 <i>Capaian Pembelajaran</i> of Fase D for Junior High School Students	83
Appendix 2 Blueprint of Reading Achievement Test	84
Appendix 3 The Results of Validity.....	85
Appendix 4 Validation Sheet (Instrument)	87
Appendix 5 Validation Sheet (Instrument)	88
Appendix 6 Validation Sheet (Observation)	89
Appendix 7 Reading Achievement Test (Pre-Test)	90
Appendix 8 Reading Achievement Test (Post-Test).....	97
Appendix 9 Lesson Plan (Modul Ajar) for Experimental Group.....	104
Appendix 10 Lesson Plan (Modul Ajar) for Control Group	110
Appendix 11 Blueprint Observation Teacher's Performance (Experimental) ...	116
Appendix 12 Blueprint Observation Teacher's Performance (Control)	117
Appendix 13 Blueprint Observation Students' Activity (Experimental).....	118
Appendix 14 Blueprint Observation Students' Activity (Control)	119
Appendix 15 Observation Sheet on Experimental Class (Teacher).....	120
Appendix 16 Observation Sheet on Experimental Class (Students).....	121
Appendix 17 Observation Sheet on Control Class (Teacher)	122
Appendix 18 Observation Sheet on Control Class (Students)	123
Appendix 19 Documentations	124
Appendix 20 Letter of Research Permit.....	125
Appendix 21 Letter of Advisors Appointment.....	128
Appendix 22 Berita Acara.....	129
Appendix 23 Consultation Records	131
Appendix 24 Example of Storyboard.....	138
Appendix 25 Example of Comic Strip	141