THE EFFECT OF STORYBOARD TECHNIQUE ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF SMAN 2 KS CILEGON

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THE EFFECT OF STORYBOARD TECHNIQUE ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF SMAN 2 KS CILEGON

PENGARUH PAPAN CERITA PADA PEMAHAMAN MEMBACA SISWA DALAM TEKS NARATIF DI KELAS SEPULUH SMAN 2 KS CILEGON

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Abstract: The objective of the study was to find out the effect of using storyboard technique on students' reading comprehension in narrative text at the tenth grade of SMAN 2 Krakatau Steel Cilegon. The researcher used quantitative approach by implementing true experimental design. The sample of the research were 36 students in 10 MIA 3 as experimental group and 36 students in 10 MIA 4 as control group which selected through cluster random sampling. The storyboard technique, that is used as the treatment was administrated for the experimental group. The instrument in collected the data were pre-test and post-test. The result of independent t-test computation of post-test score showed that t count was more than the t table (6.274> 1.994). Based on the data analysis score, the Ho (null hypothesis) was rejected and Ha (alternative hypothesis) was accepted. In other words, there was an effect of using storyboard technique on students' reading comprehension in narrative text at the tenth grade of SMAN 2 KS Cilegon.

Keywords: Storyboard Technique, Reading Comprehension, Narrative Text

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan teknik papan cerita pada pemahaman membaca teks naratif siswa di kelas sepuluh SMAN 2 Krakatau Steel Cilegon. Penelitian ini menggunakan kuantitatif dengan desain eksperimen sejati. Sampel penelitian adalah 36 siswa di 10 MIA 3 sebagai kelompok eksperimen dan 36 siswa di 10 MIA 4 sebagai kelompok control yang dipilih melalui pengambilan sampel acak. Teknik papan cerita yang digunakan sebagai percobaan diberikan pada kelompok eksperimen. Instrumen untuk mengumpulkan data adalah pre-test dan post-test. Hasil perhitungan dari t-test independen pada skor post-test menunjukkan bahwa t-hitung lebih besar dari pada t-tabel (6.274 > 1.994). Berdasarkan skor analisis data Ho (hipotesisnol) ditolak dan Ha (hipotesisalternatif) diterima. Dengan kata lain, ada pengaruh teknik papan cerita pada pemahaman membaca siswa dalam teks naratif pada kelas sepuluh di SMAN 2 KS Cilegon.*

***Kata Kunci**: Teknik Papan Cerita, Pemahaman Membaca, Teks Naratif*

INTRODUCTION

In learning English, reading are usually found by students in books, school tests, national examinations, magazine, newspapers, and so on. As stated by Richard and Renandya (2007:277), to get a good comprehension, the students have to determine the aim of the text. In the same line, Woolley (2011:15) stated that the process to understand the content of the text called as reading comprehension. Moreover, the aim of reading itself is to fulfill the purposes based on the kind of the text. It is supported by Kintsch's (2013) as cited in Fariduddin and Parlindungan (2018:141) the main goal of teaching reading is aiming the activeness of students in understanding the text. Thus, reading is really necessary for students, because the aim of reading is comprehending the text. In reading, the teacher should engage in activity of reading which is done by students. It raises the students' interest on reading activity and also it helps the students to understand what is described in the text.

Based on the English syllabus in 2013 curriculum, the text should be understandable by students, one of the text is narrative text. Rebecca (2003:11) defined narrative text as a text which relate a progression of consistently and sequentially dependent on occasion that are caused or experienced by factors. This means that a story which has the sequences of events could be called as narrative text.It makes the students should know about the chronological story to fulfill the needs of the aim of narrative text.

Based on the researcher's observation, the researcher got some difficulties in learning reading text: First, the students have difficulties to understand the text properly. As stated by Crawley and Merrit (2000:40) said that the students may not know or understand that comprehension is the major purpose for reading and they may read without setting a purpose. Second, the students had low achievement in reading comprehension because the text is too long to be understood. In the similar case, Satriani (2018:24) she said that many students failed to comprehend the text correctly because the sentence in reading text too long and uses complicated sentence.

Third, the students confused in choosing the appropriate meaning of the word. Hasanah (2016:3) she found the same case in her observation, she said that if the students come across with the difficult words, they tend to ignore the words and it makes them discouraged and stop reading. The last, most English teachers used conventional technique in teaching and learning process. It seems monotonous technique in reading so that in many cases, the students were not enjoy the process of learning reading which make them

bored when learning process, Montano (2014).

Since comprehending narrative text is one of the standard competence syllabus 2013 curriculum, there should be the appropriate technique, methods, or models of learning to help students in comprehending the text. In this situation, the researcher employed a storyboard technique in process of learning in classroom. Doherty and Coggeshall (2005:38) stated that storyboard showed the students' knowledge of the content with telling the story by a fusion of their drawing and words from the story.

Based on the theory above, it can be concluded that storyboard technique showed the students' understanding about the text and engaged the students to focus on their reading text because, it is not easy to make sketches without really understand the chronological the story.

Due to the background above, the researcher applied this technique with the formulation problem is "Is there any effect of storyboard technique on reading comprehension of narrative text at tenth grade of SMAN 2 Krakatau Steel Cilegon?"

THEORITICAL FRAMEWORK

Reading is one of important skill in language learning that should be learned by students, beside listening, speaking, and writing. Reading is not only part of language skills but all of subject involve in reading. Linse and Nunan (2005:69) stated that reading is a skills that involves deriving meaning from the text. Thus, to get the information from the text, the readers must be able comprehend the text first. Moreover, Snow (2002:11) defined that there are three elements in reading comprehension that are the reader, the text, and the activity. The first is the reader who is doing comprehending. When a reader tries to comprehend the text, it also brings all their capacities, abilities, knowledge and experience to the activity of reading. The second is the text. The text that is to comprehend has an effect on reading comprehension. The last is activity. This involves in the purpose, process, and consequences which relate to the activity of reading comprehension. The three elements relate to each other in reading process.

From all definition above, it can be summarized that reading for comprehension is the main purpose of reading. It was because in reading activity, the learners not only learn about identifying the construction of the text but understanding the meaning is also important to get more information about the text. The main point of reading comprehension is to find the stated or unstated the main idea in the text. Hence, the readers should

understand all information in the text to get the main idea conveyed in a text.

Narrative text is one of English text types that should be learn in Senior High School as stated in curriculum 2013. Pardiyono (2007:94) explained that narrative text is the text that tells about the activity and experience of story to amuse the readers by showing the problematic events, resolution and give a moral value for the readers. This study used legend as one of the genre in narrative text. The researcher wanted the students more to know about the legend in Indonesia or foreign. So, the students not only know, such as; *Sangkuriang*, or *MalinKundang*. When they leant about narrative text but also got to know other *legend* in Indonesia or foreign and took moral value from the text.

To help the students in reading comprehension, there should be ways to help the students to comprehend the text. In this case, the researcher used storyboard technique to help the students in comprehending the text. Storyboard is one of technique in teaching and learning process. Wiesendanger (2001:161) stated that storyboard technique is a prewriting activity emphasizing elaboration, prediction, brainstorming, and sequencing based on the text. It is used to motivate students to express themselves by first using art and then adding words. Meanwhile, Doherty and Coggeshall (2005:38) stated that storyboard is post-reading activity with a great number of advantages for students.

So, both of them deals with storyboard is an activity in reading to make story looks real with combine the image form and text. It can shows the students' understanding about the text because the students retelling and illustrating the story on storyboard.

Picture 1
Example of Storyboard

FIGURE 1 in Strategy 4.14
Storyboard Technique Meeting Alexander Bear

However, David L. Bruce used storyboard in reading activity in his class. Bruce (2011:78) explained that storyboard is like pre-writing activity to help the students to interact with the text. Because, when students composed storyboards, they were actually reading, too. In addition, storyboards help the readers to visualize a print text. This technique allows students to interpret the text such as narrative text into series of thumbnail sketches after reading the text. It means that storyboard help the students to think creatively and critically by illustrating the story.

From the definition above, it can be concluded that storyboard showed the students' understanding of the text because when students composed storyboard, students often go back and forth between the texts because they are reading and also creating the visual of the story. Therefore, Smaldino*et al* (2002:98) said that storyboard technique in learning activity which facilitates the student to interpret the materials such as narrative text into series of thumbnail sketches after reading the text.

Storyboard can be called as mental imagery. To support that, Clark *et al* (2014:108) said that there are two activities to support thinking in pictures:

a. Representational: creating pictures with detailed and accurate are representations of information in the text.

b. Transformational: creating pictures with more flexible and can be edited to support memory to find key ideas or specific details in the text.

So, it can be concluded that the students being trained with representational or transformational, it helps the students not only understand about the general idea but also remember details information in text.

According to Naar (2013:154) Storyboard technique has advantages in teaching reading narrative text:

a. Storyboard can improve the students' organization, time management, and planing because it facilitates the students to arrange their ideas into sketches.

b. It also facilitates the students to use different reading strategies, such as previewing, visualizing, illustrating, summarizing, and so on.

c. Storyboard can improve not only in reading comprehension but also writing ability because they are asked to make detailed illustration during classroom activities.

There were some steps to apply Storyboard Technique:

a. Instruct students to divide blank white paper into many (six to eight) sections.

b. Ask the students to read narrative text given by teacher. Then, instruct the students to re-create key events on the text into storyboard (add words) in 45 minutes. The students may allow using markers, crayon, and colored pencils or just use regular pens or pencils.

c. After the students have finished their storyboard, ask them to share their drawings with their classmate, so they can discuss, both similarities and differences, and how they visualize the events of the text.

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d. Let the students make correction on their storyboard after having discussion with their classmate.

RESEARCH METHOD

Research Design

The research used quantitative with true experimental as a design. Gay (2012:7) claimed that describing the problem by using or analyzing numerical data is the aim of conducting quantitative study. Creswell (2012:309) said that true experimental is if the participants are randomly taken to different conditions of the experimental variable. In addition, the participants in the experimental group receive the treatment, but in the control group do not receive the treatment.

After getting the sample, the researcher gives a pre-test in experimental and control group before the treatment. Then, the researcher give a post-test in the last. It is supported by Creswell (2012:309), he added that after given the treatment, the researcher should give an average (or mean) scores on a post-test. This design is to get score of pre-test and post-test. Alternatively, the researcher compare the pretest scores in control and experiment groups and then compare the post-test in experimental and control group scores to check whether there are differences or not in pre-test and post-test in both of classes. Here, the design of experimental with randomized pretest and post-test based on Fraenkel, Wallen, and Hyun (2011:272) that applied in this research can be described as follow:

Treatment Group *(Experimental)*

$R\_\_\_O_1\_\_X\_\_O_2$

Control Group *(Control)*

$R\_\_\_O_1\_\_C\_\_O_2$

Population

Fraenkel et al (2011:91) explained that population is all individual from the object of the research which have same the characteristics. The numbers of population of this research were all of students of MIA at SMAN 2 KS Cilegon. It consist of six classes, each class has approximately 34-36 students and the population were 214 students.

Sample

Creswell (2012:142) defined that sample is a part of the target from the population that the researcher wanted to study. The sample in this research were X MIA 3 as an experimental class and X MIA 4 as a control class. The researcher used cluster random sampling technique. Kumar (2011:186) stated that cluster sampling is the sampling population into groups (clusters).

The researcher used cluster random sampling because the subject in a population are the same. So, they have the same chance to be selected. It

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means that there is no specialization for each member of population. It is support by Fraenkel*et al* (2011:93), random sampling is when every member of population had an equal chance to be selected. Then, the researcher select for each cluster random sampling by using lottery and took only two classes. The two classes became an experimental group and control group.

Data Collection Technique

In order to collect data about students' reading comprehension of narrative text, the researcher used tests as the instrument to collect the data. The tests were pre-test, and post-test. Creswell (2012:297) stated that a pretest provides a measuring on students that the researcher assess in an experiment before they receive a treatment. Meanwhile, Creswell (2012:297), a post-test is a measure on some attribute or characteristic to assess the participants in an experiment after a treatment.The post-test to find out the growth of score as the measurement of achievement in both classes. It was used to see whether there is any effect of storyboard technique on students' comprehension of narrative text.The researcher used multiple choice tests with 20 items as the pre-test and 20 items as the post-test for the experimental and the control group.

Data Analysis Technique

To analyze the data, the researcher used several steps based on quantitative analysis and statistical procedure. The score of pre-test and post-test in experimental and control group analyzed by using t-test. The procedure of analyzing the data as follows:

First, the researcher analyzed the validity and reliability of the test. According to Field (2013:57), validity refers to if the instrument actually matches with the learning objectives and what has been taught. To know the validity of the test, the researcher used Pearson Product Moment:

$$rxy = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x^2)\} \{N \sum y^2 - (\sum y^2)\}}}$$

Notes:
Rxy = Pearson Product Moment
N = Number of the students in each group
$\sum x$ = Sum of the score in X distribution
$\sum y$ = Sum of the score in Y distribution
$\sum xy$= Sum of score in X distribution times Y distribution
$\sum x^2$= Sum of squared score in X distribution
$\sum y^2$ = Sum of squared scores in Y distribution
Ary et al (2010:130)

Reliability of the test is the next step after counting the validity. Field (2013:57) defined that the reliability refers to which the test is consistent in its score, and gives us indication of how accurate the test score are. To know the reliability of the test, the researcher used Cronbach's Alpha as follow:

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$$r_{11} = \left(\frac{K}{K-1}\right)\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Notes:

R_{11} = Reliability of instrument
K = Number of items
$\sum \sigma_b^2$ = Total of variance item
σ_t^2 = Variance total

To know the criteria as follows:
If $r_{11} \geq r_{table}$ = It indicates that the instrument (test) is reliable.
If $r_{11} \leq r_{table}$ = It indicates that the instrument (test) is not reliable

Ary et al (2010:246)

Second, normality of the data should be analyzed. Normality of distribution test is used to investigate whether or not the distribution of pre-test and post-test are normally distribute. The researcher used chi-square (x^2) formula as follows:

$$x^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Notes:

X^2 = Chi-square
F_0 = the observed frequency
F_e = the expected frequency

Ary et al (2010:188)

Therefore, to know the criteria of normality of the distribution data as follows:
If $x^2_{count} \geq x^2_{table}$ = it means that the distribution of data is not normal.
If $x^2_{count} \leq x^2_{table}$ = it means that the distribution of data is normal.

After getting the normality of the test, the researcher calculated the homogeneity of the test. Homogeneity test is to know the variance in population of research homogeny or not. The researcher used F_{count} formula as follow:

$$F_{count} = \frac{BV}{SV}$$

Notes:

F_{count} = F value
BV = the biggest variant
SV = the smallest variant

Riduwan (2013:120)

The criteria of homogeneity test if the value of F_{count} lower than F_{table} ($F_{count} \leq F_{table}$).

Third, if the data normally and homogeneous, the next step was calculating t-test to find out the effect of storyboard on students' reading comprehension in narrative text, mean of the control class and the experimental class were compared by using t-test as follow:

$$T_{xy} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

T_{xy} = T-test
M_1 = Mean of deviation of experiment group
M_2 = Mean of deviation
X_1 = Sum of the squared deviation score of experiment group
X_2 = Sum of the squared deviation score of control group
N_1 = the number of student of experiment group
N_2 = the number of student of control group
2 = Constant number

Ary et al (2010:171)

The criteria of t-test as follow:
If $t_{count} \geq t_{table}$, = It means that the null hypothesis (H_0) is rejected. The alternative hypothesis (H_a) is accepted.

If $t_{count} \leq t_{table,}$ = It means that the null hypothesis (H_0) is accepted. The alternative hypothesis (H_a) is rejected.

Finally, the researcher used effect size to assess how far the independent variable in experimental studies affects dependent variable Ary*et al* (2010:136). The researcher used this formula as follow:

$$\Delta = \frac{\bar{x}_e - \bar{x}_c}{s_c}$$

Notes:
Δ = effect size for a difference between means
$\bar{x}e$ = mean of the experimental group
$\bar{x}c$ = mean of the control group
sc = standard deviation of the control group

Ary et al (2010:136)

This research formulates the hypotheses as follows:

a. **Null Hypothesis (Ho):** Storyboard technique is not effective on students' reading comprehension in narrative text or there is a negative improvement.

b. **Alternative Hypotheses (Ha):** Storyboard technique is effective on students' reading comprehension in narrative text or there is a positive improvement.

The result of t-test can be seen with the criteria:
If t count< t table = Ho accepted, Ha refused
If t count> t table = Ha accepted, Ho refused

Finding and Discussion
In this section, the researcher analyzed and described the data based on the result of pre-test and post-test. This research was quantitative with true experimental design. This research was conducted on April 11th until 25th, 2019.

This research provides teaching for reading comprehension of using story board in narrative text at tenth grade of SMAN 2 Krakatau Steel Cilegon. The researcher applied the test as the instrument of this research. The first, tryout test which consisted of 50 questions of multiple choice, the second was pre-test which consisted 20 questions of multiple choice, and the third was post-test which consisted of 20 questions of multiple choice. Multiple choice is one of the test for measuring students' reading comprehension. It is supported by Brown (2003:194), multiple choice is the method to assess students' reading knowledge.

The researcher conducted try out to measure validity and reliability of the test. Try out test was administrated to the X MIA 2. After conducting try out test, the researcher conducted pre-test and post-test. Pre-test and post-test were administrated to the experimental group (X MIA 3) and control group (X MIA 4). The test were administered to get the data score of students' reading comprehension. There were 20 questions in pre-test and

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post-test. The difficulty level of pre-test and post-test was equal. Before the instrument of the study implemented in the two classes, the try-out test was held on April, 11th 2019.

After getting the data, the researcher analyzed the validity of tryout test by using Pearson Product Moment and the reliability of the test using Cronbach's Alpha.From the criterion of the validity, the researcher found were 10 questions invalid. The invalid items caused by the question was easy, because almost of students answered correctly. The difficult questions, because most of students answered incorrectly. Thus, the invalid items were omitted by the researcher. The researcher used 40 valid items for pre-test and post-test. The pre-test consisted of 20 questions and post-test consisted of 20 questions were administered as the instrument of this research. After analyzed the validity, the reliability need to test. Based on the result of data, the reliability of the test (r_{11}) was **0.835**. After that, the researcher got r $_{table}$ value with (df = n-2) 32-2 = 30 in significance 5% (0.05) was 0.349). Based on the result, the try out test was reliable and could be used as an instrument for this research, because r_{11}> r $_{table}$ **(0.835 > 0.349).**

After analyzed the validity and reliability, the researcher administrated pre-test in the both of classes. In the first meeting, pretest was given to both experimental and control group in order to measure students' ability before treatment. The results of the tests showed as follow:

Table 1
Data of Pre-test Score

Group	$\bar{x}$ (Mean)	Standard Deviation
Experimental	76.81	7.54
Control	79.03	10.02

After pre-test is done, the result were the highest score in experimental group was 90 and the lowest score was 60. In the control group, the highest score was 90 and the lowest score was 95. The average score of experimental was **76.81**from ideal score **100** and the mean of control class was **79.03**from ideal score **100**. It can be seen that the average of experimental class was lower than control class. The difference mean in both of classes was **2.22** point.

Chart 1

PRE TEST

■ Pre Test Experimental Class
■ Pre Test Control Class

79.03
76.81
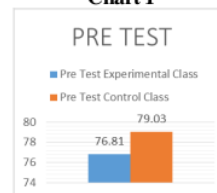
Then, the researcher calculated the normality and homogeneity of the test. The result of normality can be seen by comparing $x^2count < x^2table$ with significant value 5% (α = 0.05). The

normality of pre-test in experimental group was 3.527 < 12.592. Meanwhile, the result in control group was 9.157 < 11.070. From the result of normality of pre-test, it can be summarized that the data (pre-test) normally distributed in experimental and control class. The result of homogeneity can be seen by comparing **Fcount<Ftable**. The researcher compared the result 1.77 <4.121. So, it can be concluded that the pre-test was homogeneous in both of classes.

The treatment was given after pretest. There were three times of treatment given on both experiment and control class. Thursday, April 18th 2019, Monday, April 22nd 2019, and Thursday, April 25th 2019, the researcher conducted treatments in experimental group. The researcher taught the students by using storyboard technique. Meanwhile, control class in the second until forth meeting on Tuesday, April 16th 2019, Tuesday, April 23rd 2019, and Thursday, April 25th 2019. The researcher taught as usual method (cooperative learning) in control class.

In the last, the researcher gave a post-test to know how far the students' score increased. The post-test was conducted on April, 25th 2019 in both of classes. The results of the post-test showed that as follow:

Table 2

Data of Post-test Score

Group	x̄ (Mean)	Standard Deviation
Experimental	86.39	8.33
Control	80.14	8.84

After post-test is done, the result were the highest score in experimental group was 100 and the lowest score was 70. In the control group, the highest score was 95 and the lowest score was 60. The average score of experimental was **86.39** from ideal score 100 and the average of control class was **80.14** from ideal score 100. It can be seen that the mean of experimental class was lowest than control class. The difference mean in both of classes was **6.25** point. It showed that students' reading comprehension after giving a treatment increased by using storyboard technique in experimental class. The significant different score can be seen as follow:

Chart 2

POST TEST

- Post Test Experimental Class
- Post Test Control Class
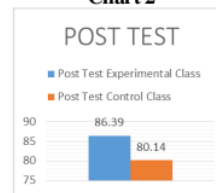
Next, the researcher calculated the normality and homogeneity of post-test. The result of normality can be seen by comparing $x^2count<x^2table$ with significant value 5% (α = 0.05).

The normality of post-test in experimental group was 2.413 < 12.592. Meanwhile, the result in control group was 4.086< 11.070. From the result of normality of post-test, it can be summarized that post-test normally distributed in experimental and control class. The result of homogeneity can be seen by comparing **Fcount<Ftable**. The researcher compared the result 1.13 < 4.121. So, it can be concluded that the post-test was homogeneous in both of classes.

To determine the score between two groups, the researcher analyzed t-test to answer the hypothesis in this research. The researcher used independent t-test. Based on the result of t-test that **t count = 6.274.** The level of significance (α = 0.05) with df = (Nx + Ny – 2) or (36 + 36 – 2) = **70.** Value of **t table 70** was **1.994** *(see appendix 7).* It was obtained that t count was higher thant table **(6.274 > 1.994)**. It means that Ho was rejected and Ha was accepted. In other words, there is the effect of storyboard technique on students' reading comprehension in narrative text at tenth grade of SMAN 2 KS Cilegon.

To know how far the effect of storyboard technique, the researcher analyzed the effect size with the criteria the effect size were:

a. An effect size of 0.20 is small.
b. An effect size of 0.50 is medium.
c. An effect size of 0.80 is large.

To know the result of effect size on storyboard technique, the researcher calculated several steps. The first, the researcher found out the mean of post-test in both of classes. The mean of post-test in experimental class was **86.39** and control class was **80.14.** After that, the researcher determined standard deviation of post-test in control class was **8.84.** Based on the calculation, the result of effect size was **0.71.** The result showed that storyboard technique had **medium effect size** on students' reading comprehension.

Based on interpretation of the data, the experimental group had better result of test since that group used the storyboard technique. They trained by giving an interesting text to make storyboard and quizzes in the last time before class ends. It always like that in every English class. Besides that, the control group only given the text or compiled the picture to acquire a summary of the text. Thus, it showed that there were significant difference result between experimental group and control group.

CONCLUSION

From the result of the data, it can be proven from the statistical computation result of independent sample t-test which showed that t count was higher thant table **(6.274 > 1.994)**. Based on the result were **6.274** on post-test while on

T$_{table}$with the level significance **0.05 was 1.994**. So, it can be concluded that there was an effect on using storyboard technique on students' reading comprehension.

Based on research question about "is there an effect of using storyboard technique on reading comprehension in narrative text at the tenth grade of SMAN 2 Krakatau Steel Cilegon", the researcher found that storyboard technique give positive effect and helped the students to get better comprehension in their reading activity. In other words, storyboard was effective on students' reading comprehension.

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