

## **The Effect of Interactive Learning Media on Students' Ability to Create Comic Storyboards from Drama Texts**

**Dinda Pratiwi**

[dindapratii3101@gmail.com](mailto:dindapratii3101@gmail.com)

**Asri Yulianda**

[asriyulianda23@gmail.com](mailto:asriyulianda23@gmail.com)

**Nurhanna Harahap**

[nurhanna050@gmail.com](mailto:nurhanna050@gmail.com)

**Al Washliyah University**

### **ABSTRACT**

This study investigates the impact of interactive learning media on students' ability to create comic storyboards from drama texts, addressing the issue of low student interest due to traditional teaching methods. The study aims to: (1) assess students' learning outcomes before using interactive learning media, (2) evaluate their learning outcomes after its implementation, and (3) determine whether interactive learning media significantly influences students' ability to create comic storyboards. This research employs a quantitative approach using an experimental and control group design. Data collection was conducted through pretest and posttest assessments. The findings indicate that before using interactive learning media, students demonstrated low comprehension of drama texts and difficulty in visualizing story structures. After implementing the media, students showed significant improvements in understanding dramatic elements, sequencing events, and creatively transforming texts into storyboards. The T-test results revealed a 34.31-point increase in learning outcomes, confirming a statistically significant effect. Furthermore, students displayed higher engagement, creativity, and participation in learning activities. These results suggest that interactive learning media is an effective tool for enhancing students' comprehension of drama texts and their ability to translate them into visual narratives.

**Key words:** Interactive Learning Media; Storyboards; Drama Texts

### **INTRODUCTION**

Education today faces significant challenges in developing innovative learning methods to enhance students' skills. One critical aspect of arts and literacy education in high schools is students' ability to create comic storyboards from drama texts. However, observations at SMA N 1 Bilah Barat indicate that many students struggle to understand the structure of drama texts and convert them into engaging visual storyboards. The primary challenge lies in the lack of interactive and engaging

learning media, which limits students' ability to grasp and apply these concepts effectively.

One of the key factors influencing the effectiveness of learning to create comic storyboards is the role of teachers and their teaching strategies. Many teachers still rely on outdated lecture-based methods, which fail to engage students in the learning process. Research by Nafasya et al. (2022) highlights that monotonous teaching approaches result in passive learning, reducing students' interest and motivation. Additionally, the absence of adequate facilities and digital tools further hinders students' ability to visualize and adapt drama texts into comics.

To address these challenges, interactive learning media offers a more effective approach by incorporating digital elements such as animations, interactive illustrations, and simulations. Research by Waraulia (2020) suggests that using comic-based media in drama learning increases student engagement and helps them identify intrinsic elements of drama texts more actively. Since making comic storyboards requires students to analyze story structure, interpret scenes, and transform text into visual narratives, the use of interactive learning tools can significantly enhance their creative and analytical skills.

Despite the potential benefits, observations at SMA N 1 Bilah Barat reveal that many students still face difficulties in adapting drama texts into engaging storyboards due to the lack of appropriate learning media. Research by Rahmatunnisa et al. (2022) confirms that comic-based media can improve students' ability to write and structure drama texts more systematically. Additionally, findings from Yulianda, Ambarita, & Ansari (2019) indicate that digital comic-based media helps students understand story structures and express their ideas more clearly.

While previous studies have explored the use of comic-based media in language and arts education, most research has focused on its impact on reading comprehension or general creativity rather than its direct application in transforming drama texts into structured comic storyboards. Additionally, existing studies primarily analyze the effects of static visual media, whereas this study introduces interactive learning media that engages students through digital tools. This research bridges the gap by investigating how interactive learning media can improve students' ability to analyze, sequence, and visualize drama texts through storyboard creation. Unlike prior research, which often lacks experimental validation, this study employs a quantitative pretest-posttest design to measure learning improvements statistically.

The novelty of this research lies in integrating interactive learning media specifically tailored to drama text adaptation into comic storyboards, providing experimental evidence on how interactive learning tools improve not only student engagement but also their analytical and visual storytelling skills. Furthermore, this

study offers practical recommendations for teachers to incorporate digital media in arts and literacy education effectively.

Interviews with teachers at SMA N 1 Bilah Barat further revealed that most still use conventional methods in teaching drama texts and creating storyboards. While they acknowledge that these methods are less engaging for students, they lack alternative strategies to enhance learning. According to Semenova (2022), interactive media can improve students' linguistic skills and narrative construction abilities, making them more engaged in learning. Classroom observations also showed that students were more motivated and active when using interactive learning media.

Learning motivation is a crucial factor in academic success. Research by Sari Manik (2019) indicates that comic-based media increases students' interest in text comprehension, making them more enthusiastic participants in learning. Based on this background, this study aims to analyze the effect of interactive learning media on students' ability to create comic storyboards from drama texts in class X at SMA N 1 Bilah Barat. The findings are expected to provide practical recommendations for developing more innovative and effective learning strategies in the fields of arts and literacy education.

## **LITERATURE REVIEW**

### **Interactive Learning Media**

Interactive learning media refers to technological tools that facilitate active engagement between students and educational content. According to Yasa (2017), interactive media consists of any platform that allows users to control and interact with learning materials. Similarly, Suprpto (2021) defines interactive learning media as a combination of hardware and software that enables direct access to information, allowing students to actively participate in the learning process. This media enhances the delivery of educational content by responding to user input and fostering a dynamic learning environment.

Research has shown that interactive learning media significantly improves student engagement and comprehension. Digital platforms that integrate animations, simulations, and interactive illustrations have been found to enhance students' understanding of complex concepts, particularly in subjects like drama and visual storytelling (Waraulia, 2020). In the context of this study, interactive learning media is expected to help students analyze drama texts more effectively and develop structured comic storyboards, addressing the limitations of traditional teaching methods.

### **Comic Storyboard**

A comic storyboard is a visual representation of a narrative that helps students organize and sequence story elements. Aisyah (2022) explains that storyboards play

a critical role in developing students' creativity and comprehension skills, as they encourage learners to visualize text-based content. The process of creating a storyboard involves multiple stages, ranging from simple sketches to more complex illustrations, allowing students to progressively build their storytelling abilities.

In educational settings, storyboards serve as an effective tool for enhancing students' engagement with fiction and nonfiction texts. However, traditional storytelling methods often focus solely on text, which can lead to reduced interest and comprehension among students. By incorporating comic-based media, students can better understand narrative structure, character development, and plot sequencing (Rahmatunnisa et al., 2022). This study builds upon existing research by examining how interactive learning media can improve students' ability to transform drama texts into structured comic storyboards.

### **Drama Text**

A drama text is a literary form that depicts human experiences through dialogue and performance. Kosasih (2017) defines drama as a structured narrative that consists of three main components: prologue, dialogue, and epilogue. The prologue serves as an introduction, providing background information about the characters and setting. The dialogue represents the main body of the drama, divided into three stages: orientation (introduction of the story), complication (conflicts between characters), and resolution (climax and conclusion). Finally, the epilogue summarizes the main events and provides closure to the story.

Despite the structured nature of drama texts, many students struggle to interpret and visualize key dramatic elements. Traditional teaching methods often focus on textual analysis without incorporating visual aids, making it difficult for students to engage with the material. Research by Semenova (2022) suggests that using interactive and comic-based learning media can enhance students' narrative construction skills, allowing them to express their ideas more effectively. By combining drama texts with visual storytelling, this study aims to improve students' ability to interpret and recreate dramatic narratives through comic storyboards.

## **METHOD**

### **Design and Samples**

This study employed a pre-experimental research design using a One Group Pretest-Posttest Design to measure the impact of interactive learning media on students' ability to create comic storyboards from drama texts. In this design, a single group of participants was given a pretest (O1) to assess their initial abilities, followed by an intervention using interactive learning media (X), and finally, a posttest (O2) to evaluate improvements in learning outcomes. The study used a purposive sampling method, selecting Class XA of SMA N 1 Bilah Barat, consisting of 37 students. The selection was based on students' engagement in arts and literacy learning, ensuring that the sample represented varying skill levels in understanding drama texts and

creating comic storyboards. This sampling method was chosen to focus on students who actively participated in creative storytelling activities, making them suitable for evaluating the effectiveness of interactive learning media.

*Table 1. Research Design*

<b>Class</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment	O1	X	O2

### **Instrument and Procedure**

To measure students' learning outcomes, pretest and posttest assessments were conducted. The pretest evaluated students' initial ability to interpret and visualize drama texts, while the posttest assessed their progress after using interactive learning media. In addition to these tests, observations were carried out to assess student engagement and participation during the learning process. Furthermore, documentation analysis was used to examine students' storyboard creations, allowing for a qualitative comparison of their structure and quality before and after the intervention.

### **Data Analysis**

The collected data were analyzed using comparative statistical testing. A paired sample t-test was applied to determine whether there was a significant difference in students' ability to create comic storyboards before and after the intervention. The hypothesis testing followed these principles: H0 (Null Hypothesis) stated that there would be no significant difference in students' learning outcomes before and after using interactive learning media, while H1 (Alternative Hypothesis) proposed that there would be a significant improvement. According to Misbahudin (2017), comparative testing is an effective method for evaluating the impact of an intervention on a dependent variable by measuring variations within a single group. The significance level for this study was set at 0.05, and the results were analyzed to determine the effectiveness of interactive learning media in improving students' comprehension and creative abilities.

## **RESULT AND DISCUSSION**

The researcher chose class XA as the research sample, which became the subject of the research after conducting data search activities at SMA N 1 Bilah Barat. The number of students in the class is 37 people, 14 male students and 23 female students. The purpose of this study was to determine how interactive learning materials affect students' abilities in using drama texts of students in class X SMA N 1 Bilah Barat to create comic storyboards. The following are the results of the

pretest and posttest of class XA students before and after using interactive learning media in creating storyboards based on drama texts.

*Table 2. Homogeneity Test and Normality Test*

<b>PRETEST</b>	<b>POST TEST</b>	<b>O2 - O1</b>
40	60	-20
40	60	-20
50	75	-25
20	70	-50
30	75	-45
30	50	-20
40	60	-20
40	75	-35
60	85	-25
50	80	-30
30	80	-50
50	85	-35
40	70	-30
30	60	-30
40	60	-20
40	75	-35
50	75	-25
50	75	-25
40	70	-30
30	70	-40
40	60	-20
50	80	-30
60	75	-15
30	80	-50
30	60	-30
20	70	-50
40	75	-35
40	75	-35
60	80	-20
75	90	-15
60	80	-20
70	90	-20
50	80	-30
40	70	-30

30	75	-45
50	75	-25
45	75	-30
1590	2700	-1110

Based on the table above, the significance data obtained is 0.00 which is smaller than 0.05 ( $0.00 > 0.05$ ) and the large count from the table is 2700 is greater than 11590 ( $2.700 > 1.590$ ). It can be concluded that  $H_1$  is accepted and  $H_0$  is rejected.  $H_1$  is accepted, meaning there is a difference between learning outcomes after using interactive learning media in making storyboards. The difference between the pretest and posttest is -1110. The data in this study is homogeneous because there is no different variation between the pretest and posttest. And the results of the influence after treatment using interactive learning media can be seen in the picture.>

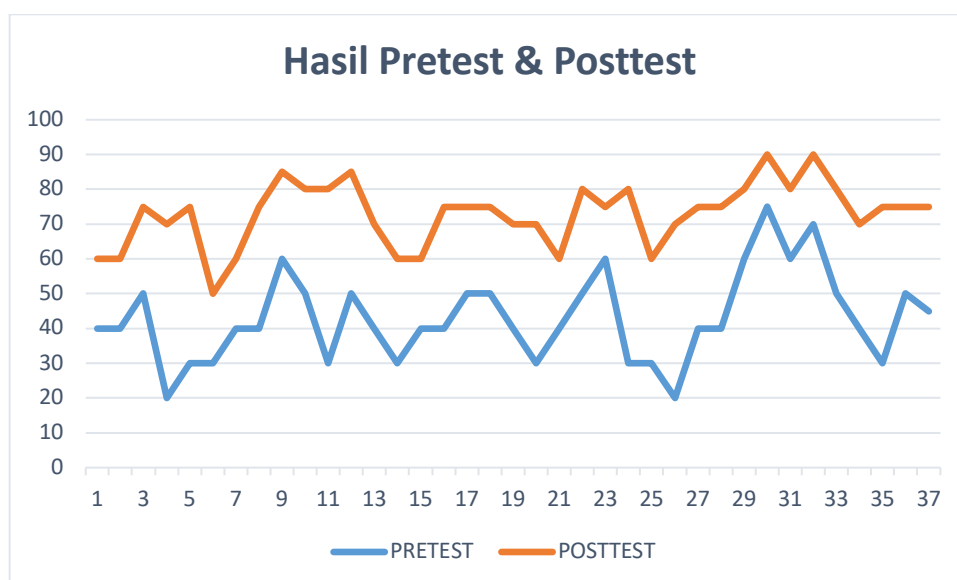


Figure 1. Student Pretest and Posttest Results

The following is a hypothesis test to determine how much interactive learning media influences the ability to create storyboards through drama texts. The t-test is used to determine how much influence interactive learning media has on the ability to create storyboards through drama texts, so the t-test is used. The following is a description of the t-test.

Table 2. T-test

PRETEST	POST TEST	O2 - O1	D2
40	60	-20	400
40	60	-20	400
50	75	-25	625
20	70	-50	2500

30	75	-45	2025
30	50	-20	400
40	60	-20	400
40	75	-35	1225
60	85	-25	625
50	80	-30	900
30	80	-50	2500
50	85	-35	1225
40	70	-30	900
30	60	-30	900
40	60	-20	400
40	75	-35	1225
50	75	-25	625
50	75	-25	625
40	70	-30	900
30	70	-40	1600
40	60	-20	400
50	80	-30	900
60	75	-15	225
30	80	-50	2500
30	60	-30	900
20	70	-50	2500
40	75	-35	1225
40	75	-35	1225
60	80	-20	400
75	90	-15	225
60	80	-20	400
70	90	-20	400
50	80	-30	900
40	70	-30	900
30	75	-45	2025
50	75	-25	625
45	75	-30	900
1590	2700	-1110	37050

Based on the results of the positive T test, it shows that the average interactive results of making through drama texts of students are higher after using interactive learning media than using the lecture method, with a difference of 34.31. This shows that interactive learning media has an impact on the ability to make storyboards through drama texts.



The findings of this study indicate that interactive learning media significantly improves students' ability to create comic storyboards from drama texts. The pretest results revealed that many students struggled with understanding story structures, sequencing events, and visualizing dramatic elements, leading to difficulties in creating engaging and coherent comic storyboards. This suggests that traditional teaching methods, which rely heavily on textual explanations and passive learning, were insufficient in helping students translate written narratives into visual representations.

After the implementation of interactive learning media, students demonstrated notable improvements in their ability to analyze drama texts, structure narratives, and depict characters and settings effectively. The posttest results showed a significant increase in scores, confirming that interactive tools helped students better comprehend story elements and apply them creatively in storyboard creation. These findings align with previous research by Rahmatunnisa et al. (2022), which found that comic-based learning media enhances students' writing and structuring skills in drama education.

A key new finding in this study is that students did not only improve in their understanding of drama texts but also developed higher engagement and motivation in the learning process. Observations during the intervention revealed that students were more enthusiastic, interactive, and confident when working with digital learning media. This suggests that interactive elements, such as animations and digital illustrations, help sustain students' interest and enhance their active participation in learning. This finding supports Semenova (2022), who stated that interactive media plays a crucial role in improving students' linguistic and narrative construction skills.

Moreover, teachers noted that students were able to collaborate more effectively when using interactive media. The visual and dynamic nature of digital tools encouraged discussions, idea-sharing, and teamwork, which are essential in fostering critical thinking and creativity. This adds to existing literature by demonstrating that interactive learning media does not only improve individual student performance but also enhances collaborative learning experiences in drama education.

The implications of these findings suggest that teachers should integrate interactive learning media into language and literature education to support students' visual literacy, narrative structuring, and creative thinking. Given that modern students are more accustomed to digital platforms, incorporating interactive tools into the curriculum can bridge the gap between traditional text-based learning and more engaging, multimodal approaches. Educational policymakers and curriculum developers should consider providing adequate resources, training, and infrastructure to support the effective implementation of digital storytelling tools in schools.

Despite these promising results, this study has certain limitations that should be acknowledged. First, the research was conducted with a single class (Class XA) at SMA N 1 Bilah Barat, limiting the generalizability of the findings. Future research should include a larger sample size across multiple schools to confirm whether similar improvements occur in different educational settings. Second, the study focused primarily on quantitative assessments, such as pretest and posttest scores, without conducting in-depth qualitative analysis, such as interviews or student reflections. Future studies should explore students' perspectives and learning experiences in more detail to gain deeper insights into how interactive learning media influences their creativity and engagement.

Another limitation is that this study did not compare different types of interactive media to determine which specific features are most effective for drama text learning. Future research should investigate the impact of various interactive tools, such as virtual reality (VR), gamification, or AI-driven storytelling applications, to identify the most efficient approaches for improving narrative comprehension and storyboard creation skills.

In conclusion, this study confirms that interactive learning media is an effective tool for improving students' ability to create comic storyboards from drama texts. The results indicate that digital tools enhance comprehension, creativity, engagement, and collaborative learning, making the learning process more dynamic and student-centered. While there are limitations in terms of sample size and research scope, these findings provide valuable insights for educators and researchers looking to enhance literacy and visual storytelling education through innovative teaching methods. Future studies should expand on this research to explore different interactive media applications and their long-term effects on student learning outcomes.

## CONCLUSION

The findings of this study confirm that interactive learning media significantly enhances students' ability to create comic storyboards from drama texts. The 34.31-point improvement in posttest scores demonstrates its effectiveness in helping students understand story structures, sequence events, and visualize dramatic elements more clearly. Beyond score improvements, the study also found that interactive media increases student engagement and motivation. Before its use, many students struggled with analyzing drama texts, but after the intervention, they became more confident and creative in structuring narratives. This suggests that interactive tools make learning more engaging and accessible. These findings have important implications for educators. Schools should integrate interactive learning media into literature education to enhance students' comprehension and storytelling skills. Teachers need proper training and resources to implement these tools effectively. Despite its promising results, this study is limited to one class (Class XA) at SMA N 1 Bilah Barat, making it less generalizable. Future research should

expand the sample size and explore qualitative insights, such as student reflections and teacher observations, to better understand the long-term impact of interactive learning media. In conclusion, interactive learning media is a valuable tool for improving students' ability to create comic storyboards, making learning more engaging, effective, and accessible. Further research should explore its application across different subjects and educational settings.

## REFERENCES

- Aisyah, S. (2022). Storyboard media development design process for learning to explore information fiction and non-fiction books in Indonesian language. *Karangan: Journal of Education, Learning, and Development*, 4(2), 122–134. <https://doi.org/10.55273/karangan.v3i1.197>
- Kosasih, E. (2017). *Indonesian: Student book for junior high school/Islamic junior high school grade VIII*. Ministry of Education and Culture.
- Misbahudin, I. H. (2017). *Research data analysis with statistics*. Bumi Aksara.
- Nafasya, R. R., Jamilah, F., & Wahyuni, P. (2022). Development of storyboard-based learning materials for writing short stories in Indonesian language subjects. *Silampari Bisa: Journal of Research on Indonesian, Regional, and Foreign Language Education*, 5(1), 141–152. <https://doi.org/10.31540/silamparibisa.v5i1.1734>
- Rahmatunnisa, S., Nurhayatin, T., & Triandy, R. (2022). Learning to write drama texts using comics-based flipbook media for students of class VIII SMPN 40 Bandung in the 2021/2022 academic year. *Didactic: Scientific Journal of PGSD STKIP Subang*, 8(2), 1795–1804. <https://doi.org/10.36989/didactic.v8i2.340>
- Sari Manik, R. M. (2019). The effectiveness of comic strips as media to improve the students' reading comprehension on narrative text of MTs Ar-Rahman Langkat. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v3i19.4918>
- Semenova, O. (2022). The improvement of foreign-language linguistic competence based on the material of comic book texts. *Naukovì Zapiski Nacional'nogo Universitetu «Ostroz'ka Akademiâ». Seriâ «Filologîâ»*, 1(13(81)), 108–111. [https://doi.org/10.25264/2519-2558-2022-13\(81\)-108-111](https://doi.org/10.25264/2519-2558-2022-13(81)-108-111)
- Suprpto, A. D. (2021). Interactive learning media for computer networks using Macromedia Flash 8 at SMK Negeri 1 Saptosari.
- Tirta, R., Nursalim, N., & Nurteteng, N. (2023). The Combination of Outdoor Learning Method with Observe & Remember Games in Teaching Vocabulary at Eight Grade of MTs Muhammadiyah Aimas. *Akrab Juara: Jurnal Ilmu-ilmu Sosial*, 8(4), 60-67.
- Waraulia, A. (2020). The use of comic media to identify the intrinsic elements of drama texts for eighth graders students of SMPN 1 Mantingan, 466–471.
- Yasa, D. (2017). Development of interactive learning media based on Adobe Flash in the subject of crafts and entrepreneurship of electrical material for class XI science and social sciences at State Senior High School 3 Singar 12. *Journal of Technology and Vocational Education*, 2(14), 199–210.

Yulianda, A., Ambarita, B., & Ansari, K. (2019). The feasibility of comic media on narrative texts based on local wisdom in seventh-grade students of junior high school (SMPN) 3 Kotapinang. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 147–163.