Meliorating Engineering Students' Writing Skills through Practicing Storyboard in the Classroom

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Abstract: This study was conducted as part of a classroom action research project with the goal of enhancing students' writing skills using Storyboard. The participants were the SAMS College General Purpose, Diploma Nautical Science, B.Sc. Nautical Science, TME, B.E., students. Documents, surveys, and observations were the instruments utilized to gather the data. Observation is utilized to determine what is actually occurring in the classroom and the environment at the time the class activity is occurring. Students' written texts are collected via documents, and a questionnaire is used to learn how they feel Storyboard has helped them write better. After analyzing the data, it was discovered that both the pupils' writing ability and level of activity had improved. This study concerns an action research project. According to the results, employing a suitable technique for teaching speaking created a favorable environment that will encourage students to participate more actively, creatively, innovatively, and communicatively in class.

Keywords: Storyboards, Free Writing, Writing Skills, Peer-Correction.

1. INTRODUCTION

Storyboards are visual organizers that are often composed of a sequence of images used to pre-visualize a video, web-based training course, or interactive media video. A strong method for clearly communicating a concept or idea is storyboarding. People can easily understand what is being presented because to its linear structure and visual presentation. Additionally, it is significantly more fascinating than another PowerPoint presentation.
The storyboarding exercise involves sketching out numerous scenes from a narrative or an event for study and interpretation. In many academic and professional environments, it is customary. For instance, storyboarding is frequently used by filmmakers during the first stages of film production. The several scenes are sketched so that the majority of each scene's components may be read, viewed, and debated.

Good writers must be developed; they are not born. It takes time and work to create a high-quality piece of writing, whether it's a novel, film, poem, or editorial. The basic steps of the writing process include prewriting, drafting, revising, editing, and publishing, though there are many various formulae for doing so. Following these guidelines will help good writers produce work they can be proud of.

A great tool for the writing process is a storyboard. Naturally, storyboard software cannot correct poor grammar or sentence structure, but it can offer a useful framework for generating and outlining ideas. The extensive library of pictures offers writers a wealth of ideas, and the many different layout options help them stay organized. A storyboard can be used to draught your final product and even to publish it. It is especially well suited to aid in the prewriting stages.

Use storyboards to instruct students in the writing process. The above storyboard can be modified to fit the requirements of your classroom. Printing out the photos with blank text areas and requesting your children to fill them in as a worksheet might be an option.

Free Writing

Free writing is a technique where the writer swiftly and continually expresses their ideas without regard to syntax, style, or even form. Early in the writing process, free writing is frequently used in conjunction with brainstorming to gather and organize concepts. Particularly in academic, journalistic, and artistic writing, free writing can be a freeing, if daunting, method. It indicates that in order to write your best, you must first write your worst! Free writing is a powerful tool for structuring your thoughts and overcoming obstacles to creativity, such as writer's block.

The advantages of free writing center on planning, creativity, and brainstorming, as well as overcoming writer's block and easing some concerns. Even the smallest bit of writing, no matter how flawed, can spark creativity. Free writing can also help a writer overcome some of their own internal barriers, such as self-criticism, indifference, failure fear, unhealthy perfectionism, and even deadline dread. Free writing generates a few ideas, much like brainstorming, which you may then reorganize and expand upon. Free writing, in contrast to brainstorming, also contributes insight into the ideal arrangement of your themes and structure as a whole. It might also aid in developing your individual writing style. Not to mention, it might give you some ideas you wouldn't have otherwise had. Additionally, since you're actually writing, you can come up with some phrases, words, or sentences that you can utilize in the first draft—after a thorough polish, of course.

Free writing is meant to be careless, fragmented, and mistake-ridden. You acquire those unadulterated, unfiltered concepts in this way. You'll be astonished at how much good writing comes to you when you let go of the strain, so give yourself permission to write ineffectively.

There aren't many restrictions in free writing (thus the name), but there is one that you must abide by: Keep writing until the allotted amount of time has passed. Regardless of whether you are typing or handwriting it, your hand should always be in motion. Free writing forces you to write something, forcing you beyond any resistance, especially from yourself. This is part of what makes free writing valuable.

Literature Review
Maher Bahloul (2017) conducted a study on "Promoting Creativity: Reading and Writing through Storyboarding". The article's main emphasis is on the inventive ways that storyboarding is used in education. Participants are asked to independently brainstorm and choose a memorable short narrative that could be either fictional or genuine as the first phase. Then it gives them a template for a short story with six scenes and asks them to just sketch out their ideas. The coloring of the tale scenes by a different workshop participant is the second significant stage. When everyone has finished, the workshop leader gathers all of the projects and distributes them again, giving each participant a fresh six-scene short tale that has been drawn and coloured for them to write and read. Higher order thinking abilities such as increase due to the debate of the many viewpoints the three participants contributed to the construction and interpretation of each individual narrative.

Hasan, and Wijaya (2016) conducted a study on "Storyboard in Teaching Writing Narrative Text". Writing is crucial because it allows us to convey our thoughts, feelings, and ideas in written form. SMAN 2 Bandar Lampung pupils continue to have poor writing skills, particularly when it comes to producing narrative texts. The Storyboard is used to address this issue. The storyboard is one of the planning strategies that encourage students to think critically and creatively by helping them see the tale they will write in order. The purpose of this study is to determine whether using storyboards has an impact on students' ability to write narrative texts during the second semester of the tenth grade at SMAN 2 Bandar Lampung in the academic year 2015–2016. A quasi-experimental design was adopted as the research methodology. Quasi-experimental design was utilized as the study methodology. The writer employed a writing test tool to gather the data. Based on the data analysis, it was discovered that Sig 0.047 and = 0.05 were the outcomes of the data analysis performed using SPSS. The fact that Sig = 0.05 indicates that Ha is accepted. As a result, using storyboards has a substantial impact on students' ability to write narrative texts during the second semester of the tenth grade at SMAN 2 Bandar Lampung in the academic year 2015–2016.

Miftahul Janah (2017) conducted a study titled, "Improving students' writing ability through storyboard". By researching concerns or problems they encounter, educators hope to better the practice of education. Teachers consider these issues, gather and examine evidence, and then put their findings into practice. The planning phase, the implementing steps, and the observing step are all steps that must be taken when carrying out an action in class. There were two cycles in this study.
Ramasari, et al (2020), "The Use of Storyboard: Project-Based Learning Implementation in Teaching Speaking to the 10th Grade Students". This study aims to determine whether (1) there was any significant difference in the students' speaking achievement of the tenth-grade students at SMA Negeri 2 Banyuasin III before and after they underwent Project-Based Learning (PBL) instruction using storyboard, and (2) there was any significant difference in the students' speaking achievement of the experimental group who underwent PBL instruction using storyboard and the control group. The subject consisted of 63 students in the tenth grade. Two groups were created out of them. 31 pupils in the Control group and 32 in the Experimental group. Purposive sampling was chosen.

Problem Statement
Students lack in creative writing. To improve creative writing storyboards are utilized.

Objectives of the study
1. To know about the storyboards
2. To use storyboards as an learning aid to improve writing skills

Hypothesis
Engineering students writing skills can be improved through storyboards and free writing approach. Peer-correction and peer-editing techniques also implemented

Research Questions
1. Can storyboards aid engineering students in writing development?
2. Will pupils become confident English writers as a result of free writing?

2. METHODOLOGY

A) Storyboards
A storyboard is a visual representation of the shot-by-shot progression of your video. Each shot is represented by a square with an artwork or photograph, along with comments describing what's happening in the scene and what is being stated in the script at that time. A storyboard serves as your guide when creating a video. Your storyboard serves as a visual script that directs you visually through the entire production process. You can know which shots to make and how to create them when filming by having a plan for your video. Instead of making significant changes while filming, you can collect feedback early on and make straightforward revisions to your storyboard.

You don't have to be a visual artist to create a decent storyboard (though you can be). A storyboard might include anything from basic sketches that resemble comic books, stick figures, or computer-generated images. We'll go over the fundamentals of making storyboards in order to assist you in planning your own video, including:
1. The fundamental components of each storyboard
2. A comparison of two common storyboarding techniques
By learning several storyboarding techniques, you'll be prepared to visually plan your own video. No of your resources or level of design expertise, you'll be able to produce a production plan that is both concise and easy to follow.

Storyboards are visual planning and structuring tools for stories that are told visually, such as in comic books, short films, cartoons, etc. Making a storyboard enables the creator to prepare and plan their activity in advance, resulting in a more efficient procedure.
This is advantageous because it enables authors to make significant alterations to the story's flow before it is filmed or illustrated. By identifying potential issues early on in the design process, this prevents the author from having to potentially fuss with having to redo the scenes later.

Hypotheses
Storyboard they offer a logical framework for pupils to organize their thoughts before they start writing in earnest, storyboard templates are helpful for teaching writing strategies to kids. This planning procedure is necessary to make sure that your students don't forget any significant information.

B) Procedure
It's easy to do; just begin by outlining your key point. That implies:
Create section headings with purpose that have meaning on their own. Write a complete phrase or sentence to summarize the primary idea of each paragraph or small group of paragraphs within each section. Cut and paste evidence from your references that bolsters your claim into each phrase or sentence that makes up your story. Be sure to include the citation (I prefer APA style) so you don't forget to do so. Out loud, read the list of section headings and important ideas. If your entire written story follows the logic and structure of this one when spoken, there's a strong probability it will do the same. Students first work in groups. There are three students in the group.
Each group will present their storyboard and discuss ideas for the paper they want to write in turn. The other group takes notes, asks questions, and offers comments as each student discusses their ideas. Second, the researcher will present a new storyboard and instruct each student to perform independent research for each section of their respective papers. They need to be on the lookout for information that the group might find beneficial. Third, each student writes their own paper. Following that, students in each group trade paper draughts for compiling and summarizing the story chronologies. Each group's leader shares the outcome of her narrative. Fifth, the group as a whole turned in their tale paper to the researcher for editing. In the sixth step, each group member fixes their writing paper. They then attach the researcher's improvement form to the final draught and turn it in to the researcher for review. And in the seventh step, after one cycle of meetings, the students work in groups on the same activity as previously.

3. CONCLUSION

It is obvious that a storyboarding activity engages the majority of our senses when each person picks up a piece of paper, begins to picture, imagine, sketch, and color before moving on to write, read, and listen. It involves the activation of the verbal-linguistic and visual-spatial intelligences, two separate but connected intelligences. Writing, reading, and speaking are all part of the former, but visualization, pictorial representation, and the visual arts—where language and pictures are combined—are all part of the latter (see Campbell, Campbell & Dickinson, 2004 for more details). Originality or novelty, "...the skill of fashioning an unexpected and yet worthy result inside a certain arena, be it an innovative story or dance," is another characteristic of a storyboard activity in addition to the ones mentioned above. It is important to emphasize (Gardner, 1993: 288) each participant ultimately. In the academic year 2021–2022, Storyboard has the potential to have an impact on the writing skills of engineering students at Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology.

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