



**THE EFFECT OF USING WHITEBOARD ANIMATION ON
STUDENT'S READING COMPREHENSION OF NARRATIVE
TEXT AT MUADALAH ULYA DARUSSALAM BLOKAGUNG**

THESIS

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ABSTRACT

Hamdi, Rosyid. 2021. The Effect of Using Whiteboard Animation on Student's Reading Comprehension of Narrative Text at Muadalah Ulya Darussalam Blokagung Banyuwangi. Thesis, English Language Education Study Program, Graduate Program, University of Islam Malang. Advisors: (I) Dr. Dzul Fikri, M.Pd., (II) Dr. Dra. Mutmainnah Mustofa, M.Pd.

Keywords: Whiteboard animation, reading comprehension, narrative text

This research was conducted from April 2021 to July in Muadalah Ulya Darussalam Blokagung Banyuwangi for the 2020/2021 academic year. This research aims to investigate the effect of using whiteboard animation on students' reading comprehension of narrative text in the tenth grade of students Muadalah Ulya Darussalam Blokagung Banyuwangi. This research uses experimental research, the design of this research is quasi experimental with a pre-test post test design.

The population of this research was students of class X, XI, and XII Muadalah Ulya Darussalam Blokagung Banyuwangi which consist of 90 students consisting of 3 classes. The sample of this research is class X students Muadalah Ulya as an experimental class consisting of 30 students who are taught using the whiteboard animation video and no control class. The experimental class was taught narrative text in 3 meetings. The data collection technique is pre-test and post-test which consist of 10 multiple-choice questions. Data analysis used hypothesis testing (paired-sample T-test) with the help of SPSS 16.0 for Windows.

Based on the results of data analysis, it is known that the average value of the pre-test in the experimental class is 34.3, the post-test is 76. And the improvement of students from pre-test to post-test is 41.7. The value of sig. (2 tailed) is 0.000. The T-test is lower than 0.05 ($0.000 < 0.05$), it means that H^a is accepted and H^0 is rejected.

The researcher concluded that whiteboard animation video was effective in teaching reading comprehension in the tenth grade of Muadalah Ulya Darussalam Blokagung Banyuwangi for the 2020/2021 academic year. Teaching English is difficult, so to make students interested, teachers must use various strategies in the learning process. Teachers can choose strategies that are appropriate to the situation and topic. Teachers can use whiteboard animation video strategy to teach reading comprehension of narrative text.

ABSTRAK

Hamdi, Rosyid. 2021. Pengaruh Penggunaan Animasi Whiteboard terhadap Pemahaman Membaca Siswa pada Teks Narasi di Muadalah Ulya Darussalam Blokagung Banyuwangi. Skripsi, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Dzul Fikri, M.Pd., (II) Dr. Dra. Mutmainnah Mustofa, M.Pd.

Kata kunci: Animasi papan tulis, pemahaman bacaan, teks naratif

Penelitian ini dilaksanakan pada bulan April 2021 sampai dengan Juli di Muadalah Ulya Darussalam Blokagung Banyuwangi untuk tahun ajaran 2020/2021. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan animasi papan tulis terhadap pemahaman membaca teks naratif siswa kelas X Muadalah Ulya Darussalam Blokagung Banyuwangi. Penelitian ini menggunakan penelitian eksperimen, desain penelitian ini adalah quasi eksperimen dengan desain pre-test post test.

Populasi dalam penelitian ini adalah siswa kelas X, XI, dan XII Muadalah Ulya Darussalam Blokagung Banyuwangi yang berjumlah 90 siswa yang terdiri dari 3 kelas. Sampel penelitian ini adalah siswa kelas X Muadalah Ulya sebagai kelas eksperimen yang terdiri dari 30 siswa yang diajar menggunakan video animasi whiteboard dan kelas tanpa kontrol. Kelas eksperimen diajarkan teks naratif dalam 3 pertemuan. Teknik pengumpulan datanya adalah pre-test dan post-test yang terdiri dari 10 soal pilihan ganda. Analisis data menggunakan pengujian hipotesis (paired-sample T-test) dengan bantuan SPSS 16.0 Windows.

Berdasarkan hasil analisis data diketahui bahwa nilai rata-rata pre-test di kelas eksperimen adalah 34,3, post-test adalah 76. Dan peningkatan siswa dari pre-test ke post-test adalah 41,7. Nilai sig. (2 ekor) adalah 0,000. Uji-t lebih kecil dari 0,05 ($0,000 < 0,05$) artinya H_a diterima dan H_0 ditolak.

Peneliti menyimpulkan bahwa video animasi papan tulis efektif dalam pengajaran pemahaman bacaan di kelas sepuluh Muadalah Ulya Darussalam Blokagung Banyuwangi tahun ajaran 2020/2021. Mengajar bahasa Inggris itu sulit, sehingga untuk membuat siswa tertarik, guru harus menggunakan berbagai strategi dalam proses pembelajaran. Guru dapat memilih strategi yang sesuai dengan situasi dan topik. Guru dapat menggunakan strategi video animasi papan tulis untuk mengajarkan pemahaman membaca teks naratif.

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the research. It includes Background of study, the problem of study, the limitation of study, the objective of study, the significance of study, and the definition of key terms.

1.1 The Background of Study

In the process of learning English, there are several components that support the learning process to be interesting and well accepted by students. one of them is the teacher arranges teaching aids that can support learning, besides that, also suitable teaching methods to be delivered to students so that they are interested and easily understood by students. Türkay (2016) argue that teaching is a way of how to prepare learning experiences for students. In other word teaching is a process of delivering knowledge with the aim of understanding.

In teaching activities, there are many benefits that will be obtained by students, one of which is to increase creativity, hone thinking patterns, increase knowledge, and so on. Besides that many students are starting to be interested in English, but there are also some students who make English a scary subject. One approach that implements the role of students and teachers in an appropriate structure and helps to build many skills is the project-based approach to education (Arab World English Journal, 2020). Therefore, many teachers have begun to

change the way of teaching and think of methods so that they can be easily understood by students by using various types of media.

Learning media is an important tool for presenting messages or information to facilitate the learning process (Munawaroh, 2019). Besides, the learning media is needed by the teacher so that students do not feel bored, especially in the field of reading comprehension in narrative text. Therefore, teachers are required to master various media so that students are interested and facilitate understanding.

In English there are four skills that students must master, namely writing, reading, speaking and listening. One of the skills students must master is reading. Reading is very important in living everyday life. Nurizmawati (2015) stated that reading is an important activity in the learning process. Reading can also broaden horizons and increase knowledge. Therefore, reading in general will not be separated from student learning activities.

Besides, many students are interested in learning English, but most of them have difficulty understanding English, especially understanding narrative text reading, therefore, the teacher must find a suitable method so that students are not bored and interested in English. One method that is often used is technology and media, namely using whiteboard animation in teaching. By using technology and media in the current era, it will be able to help students understanding lessons, especially reading narrative text. Kumaravadivelu (2001) said that creative and flexible use of technology seems to be what is needed in a profession in which the practices and issues are becoming increasingly complex.

Whiteboard animation presents a narrative story with animation as drawn, and scripts. This whiteboard animation is a medium for students to be interested and easy to understand narrative stories. Therefore, with this whiteboard animation media, the writer hopes that students will find it easier to understand narrative stories and also make a positive contribution to the teaching and learning process of English.

A research in china about whiteboard animation for flipped classroom by (mingli, 2020). This study aims at evaluating the effect of using this whiteboard animation for flipped classroom in the common core science GE course. The method of this study is survey with the pre survey and post survey. This study said that whiteboard animation is an effective and engaging tool for flipped classroom in the common core science GE course. From the above research we can know that whiteboard animation is very effective and interesting tool for flipped classroom. The similarity with this research is the same as using whiteboard animation, but the differences is the method and the object.

The researcher conducted the research to 30 students of Muadalah Ulya Darussalam Blokagung Banyuwangi. The researcher do the observation while teaching narrative texts. Based on the researchers' experience, many students of Muadalah Ulya Darussalam have difficulty understanding narrative text reading, because the researcher sees the method applied to them is less effective, therefore the researcher uses whiteboard animation as a media. So, that students can easily understand narrative text reading, besides that, the researcher wants to investigate

the effectiveness of the use of whiteboard animation in improving students' reading comprehension on narrative text.

1.2 The Problem of Study

Based on the background of study above, there is problem in teaching reading comprehension on narrative text, the problem is:

1. What is the effect of using whiteboard animation on student's comprehension of narrative text?

1.3 The Limitation of the Problem

In this research, research will focus in reading comprehension on narrative text by using whiteboard animation and will conduct in the tenth grade students of Muadalah Ulya Darussalam.

1.4 The Objective of Study

The objectives of this research is to investigate the effect of the using whiteboard animation on students' reading comprehension of narrative text in tenth grade of students Muadalah Ulya Darussalam Blokagung Banyuwangi.

1.5 The Significance of Study

The benefits of this study will contribute for English teachers, the other researcher, and the school.

a. English Teacher

This research can help teachers as an alternative to an interest learning strategy, especially in teaching reading comprehension on narrative text.

Teacher will be aware that teaching strategy is important in teaching learning especially in reading comprehension.

b. Students

This research will be very beneficial for students because it increases the desire of students in learning, and creates a happy situation when learning. Besides that, students can also easily understand in learning especially in reading comprehension on narrative text.

c. Other Researcher

Researcher hope that the result of this study can be reference for other researchers, and this study can be developed again by other researchers with different characters.

d. School

This study will be very useful for school because it increases the quality of learning and school education. When the society knows that the quality of learning and school education is good, many parents will enroll their children in the school.

1.6 The Definition of Key Terms

a. Reading Comprehension

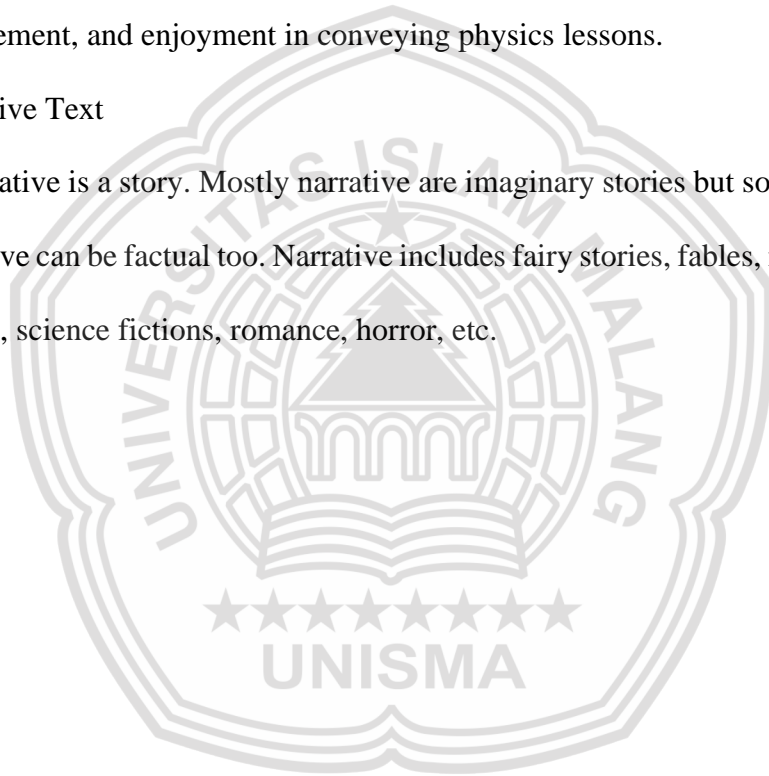
Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text).

b. Whiteboard Animation

Whiteboard animations have a significant positive effect on retention, engagement, and enjoyment in conveying physics lessons.

c. Narrative Text

A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.



CHAPTER VI

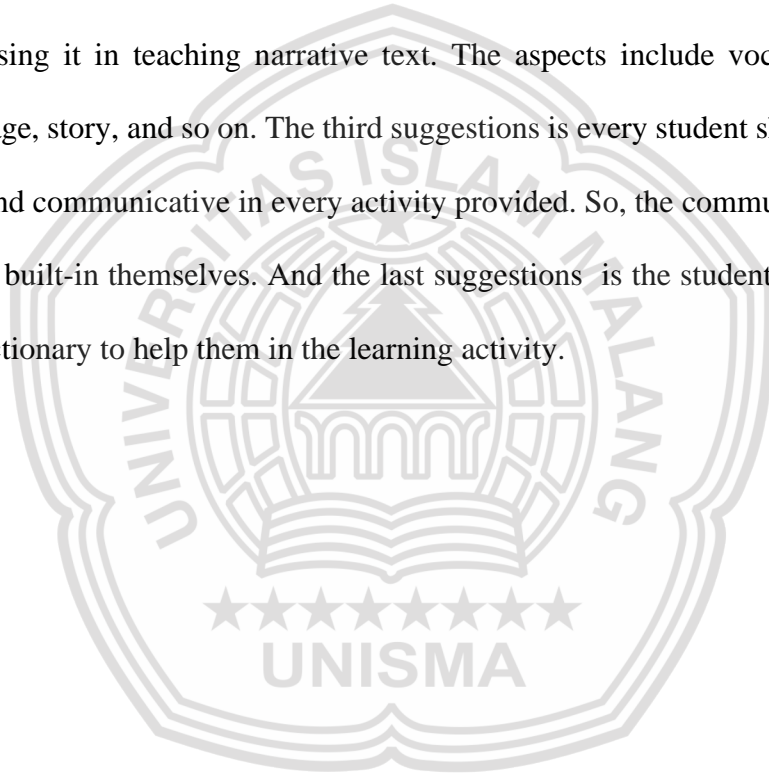
CONCLUSSION AND SUGGESTION

6.1 Conclusion

Based on the results of the research and discussion in the previous chapter, it can be concluded that there is a positive effect on students by using whiteboard animation on the learning outcomes of reading comprehension of narrative texts on students of Mudalah Ulya Darussalam Blokagung Banyuwangi. This is indicated by the average value of the post-test which is higher than the pre-test, which is $76 > 34.3$. The results show that there is an increase 41.7 from pre-test to post-test, so that the results it can be interpreted that, there is an effect and improvement on the students of Mudalah Ulya who have been given treatment in the form of whiteboard animation. Based on SPSS 16.0 for Windows in the research findings, the calculation results of hyphotesis test show that sig. 2 tailed 0.000 is lower than the level of significance 0.05. This means that H_0 is rejected and H_a is accepted. The researcher conclude that the use of video whiteboard animation has a significant effect on students' reading comprehension on narrative text. Teaching reading comprehension of narrative text using video whiteboard animation can easily understand reading of narrative text.

6.2 Suggestions

Based on the conclusion above, the researcher would like to give some suggestions related to this research. The first suggestion is the principal of Muadalah Ulya Blokagung Banyuwangi can suggest the English teacher apply video whiteboard animation as the material in reading comprehension. The second suggestion is teacher should select some aspects of a video whiteboard animation first before using it in teaching narrative text. The aspects include vocabulary, length, language, story, and so on. The third suggestion is every student should be more active and communicative in every activity provided. So, the communicative ability can be built-in themselves. And the last suggestion is the students should bring their dictionary to help them in the learning activity.



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