SURAT KETERANGAN

Nomor: 027/B11/PCx/III/2019

Yang bertandatangan di bawah ini

Nama   : Arfiyan Ridwan, M.Pd

NIDN   : 0723078802

Jabatan : Kepala Pusat Bahasa

Menerangkan bahwa artikel di bawah ini:

Nama penulis   : Tera Athena, Mariyatul Kiptiyah

Judul artikel   : The Effect of Sparkol Videoscribe as Media in Presenting The English Material

Nama Jurnal   : Jurnal Pendidikan Seni, Bahasa, dan Budaya

Volume/ Nomor   : Vol. 1; No. 2 (2018)

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Bangkalan 2 April 2019
Kepala Pusat Bahasa

Arfiyan Ridwan, M.Pd
NIDN 0723078802

Volume 1, N ???? 2, Desember ? ? 6 THE EFFECT OF SPARKOL VIDEOSCRIBE AS MEDIA IN PRESENTING THE ENGLISH MATERIAL Tera Athena & Mariyatul Kiptiyah (Dosen Prodi PBI STKIP PGRI Bangkalan) Email: teraathena@stkippgri-bkl.ac.id Abstract Teachers must be creative to create an innovative media. One ofefforts is by using technology as a teaching media. Sparkol Videoscribe (SV) is prospective media for teaching.

The concept of SV is an online application which consists of photo, image, text, music that we can combine based on our preferences (Octavianingrum, 2016). Videoscribe is software that is used in producing video with animation design which is very interesting and easy. In teaching English at elementary school, the teachers need to use SV to improve the students' skill.

This research aimed to know the effectiveness of SV in practicing English of the fourth-grade students. The researcher used Quantitative research approach by quasi-experiment design. The instrument was test that was formed as pretest and posttest. Pretest and posttest were given to the control and experiment group.

After implementing pretest-treatment-postest toward those groups, it has been found that using SV can make the English skill of elementary school students much more effective. It can be shown from the result of experiment group which got SV as the media in learning English. The posttest was analyzed by using SPSS showed that was Ho was rejected and H1 was accepted. In another words, SV is beneficial as media in learning English.

Key Words: Audio Visual Media, Sparkol Videoscribe (SV), Learning English. Abstrak Guru harus kreatif untuk menciptakan media yang inovatif. Salah satu upaya adalah

dengan menggunakan teknologi sebagai media mengajar. Sparkol Videoscribe (SV) adalah media prospektif untuk mengajar. Konsep SV adalah aplikasi online yang terdiri dari foto, gambar, teks, musik yang dapat kita gabungkan berdasarkan preferensi kita (Octavianingrum, 2016).

Videoscribe adalah perangkat lunak yang digunakan dalam memproduksi video dengan desain animasi yang sangat menarik dan mudah. Dalam mengajar bahasa Inggris di sekolah dasar, para guru perlu menggunakan SV untuk meningkatkan keterampilan siswa. Penelitian ini bertujuan untuk mengetahui efektivitas SV dalam mempraktekkan bahasa Inggris siswa kelas empat.

Peneliti menggunakan pendekatan penelitian Kuantitatif dengan desain quasi-eksperimen. Instrumen adalah tes yang dibentuk sebagai pretest dan posttest. Pretest dan posttest diberikan kepada kelompok kontrol dan eksperimen. Setelah menerapkan pretest-treatment-postest terhadap kelompok-kelompok tersebut, telah ditemukan bahwa menggunakan SV dapat membuat kemampuan bahasa Inggris siswa sekolah dasar jauh lebih efektif. Hal ini dapat ditunjukkan dari hasil kelompok eksperimen yang mendapat SV sebagai media dalam belajar bahasa Inggris.

Posttest dianalisis dengan menggunakan SPSS menunjukkan bahwa Ho ditolak dan H1 diterima. Dengan kata lain, SV bermanfaat sebagai media dalam belajar bahasa Inggris. Kata Kunci: Media Audio Visual, Sparkol Videoscribe (SV), Pembelajaran Bahasa Inggris. Jur ??l Pend ?d ??a ? ????? ??h ?sa d ?n Buda ? 6 A. Introduction The presentation of the material is one of the factors of success toward learners to explore and understand the contents of material that has been explained by the teacher. The presentation of interesting material can be done with audio visual media.

Audio-visual media is a variety of media that contain of sounds and image which can be listened and viewed, for example, the sound slide, a variety of movie sizes, video recordings and more. This media is considered more interesting and better because it contains both the first and second media components (Yusuf, Aini, & Pertiwi, 2016).

The application of audio visual media on the learning process is considered effective because it can represent face to face with the teacher The development of technology in the present can facilitate the learner in understanding the contents of the material. Increasing knowledge and technology are fueling renewal efforts in the utilization of technological results in the learning process (Sutrisno & Agung, 2016).

It is able to support the use of audio visual media more interes- ting to use. One interesting audio visual media to use as a presenter of material is Sparkol Videos- cribe

or SV. Audio visual media method using Videoscribe for presentating information can improve the effectiveness of learning (Octavia- ningrum, 2016) Videoscribe has advantages because videos- cribe is an online application and nuances multi- media and can be a photo, image, text, music, and background that can be selected according to desire. (Joseph et al on Octavianingrum, 2016).

Based on these definitions, Sparkol Videoscribe can be an interesting media to present the material and make learners or students are more able to understand the material. In general, students often have difficulty under- standing the contents of the material. This can be caused by several factors: (1) the number of students is too much so that the classroom atmos- phere is less calm (2) the age of the students who are still in the period of the children and (3) the media of the material that is less interesting so the students get bored easily.

English language material at the primary school level is one that has its own challenges. This is because learning English as a language is not commonly used in everyday life. Elementary school students at SDN Demangan I obtained English material as self-development. In grade IV in particular, get 14 lessons teaching on English for 1 year.

To support the lesson can be delivered effectively there needs to be an interesting media for the age of the children. According (Prihawan, 2012) conventional learning media will make students quickly saturated when following the process of learning in the classroom. Submission of material that is often delivered verbally will make students bored and learning goals will not be achieved.

In accordance with the results of his research on Educartoon Development, fourth grade students give a positive response and learning can run more fun. In this research, the researcher used Sparkol Videoscribe as media of English material pre- sention as the innovation. The concept of Sparkol Videocribe is an application that contains material accompanied by animations to support the content of the material and must be used online or connec- ted to the internet. Students can access the material given by the teacher or the teacher they are at home or outside the class.

In this study, sparkol videoscribe contained one of the sub themes on thematic material: Future. The illustrations and expla- nations of the kinds' future were presented in an exciting animation and made the students felt like watching a cartoon. Learning by using sparkol videoscribe is very possible for schools to prepare adequate internet facilities.

From this study, it proved that the using of SV as the alternative media is success or

effective to be implemented in English class especially for students in elementary level. B. Research Methodology In this research, the researcher used quanti- tative method with experimental research design. The design of experimental research is a design that measures the impact of independent variables on the dependent variable.

According to (Latief, 2015), experimental research measures the effect THE EFFECT S ??R ??? ?IDEOS ??IB ? ?S ???? Volume 1, N ???? 2, Desember ? ? 6 of one manipulated and controlled (independent) variable to another (dependent) variable. The research used quasi-experimental approach. In accordance with the quasi-experimental concept, the data were obtained in the form of pretest and postest values of two groups: experimental group and control group. This research got the data from fourth grade students in the academic year 2017-2018 and determined 4A as an experiment group and 4B as the control group.

The selection of group by paying attention to the students' average score of English skill of semester 1 in the academic year 2017-2018. The class which had lower average score was being experiment group. Those groups got pretest, treatment and post- test. Pretest was adimistered to those groups and continued by implementing treatment such as using SV to the experiment group and applying book as the media to the control group. Both treatments were conducted for three times. The next step was giving a posttest.

The researcher gave posttest toward both groups and analyzed by using Ancova using SPSS 23. C. Findingand Discussion Teaching English for basic students is more difficult because they need more attractive stimulation to encourage them learning English. One of the important things to encourage their 'need is using an attractive media.

Related with the students' period, they like media which consists of sound, colorful, and movement. It can be said cartoon movie. Sparkol Video Scribe is one of the media that available the students' needs. Here, the researchers shown that the using of thst media is effective to be implemented in the daily teaching.

In this research, the researcher implemented several activities namely; pretest, treatment to the control and experiment group and the last activities was posttest. The total numbers of the subject was 72 that separated in into two groups, those were control and experiment group (see table.1) The first group was 4A as the experiment group which getting treaments such as the using of video sparkol as a media in presenting the English mate- rial.

While, another group was 4B as the control group which using only book as a media in

pre- senting the material. The number of each group was 36 students. From Descriptive Statistics, it can be shown that the average of their skill in posttest scores was distisctive. The table above confirms that the mean score of group one and two comprises 57.72 and 49.67 respectively.

Also, the standard deviation between the two groups comprises 16.024 and 14.533 respectively. The two groups of scoring indi- cated that experimental and control group scores are significantly different although it needs to be reassessed in further hypothesis testing through ancova. As it has been discussed in the previous explanation, the class that had a lower score of the first semester became the experiment group.

As the experiment group, they got pretest, treatments and posttest. The material was about the lesson 11 that was People and things. They were given pretest that consisted of exercises about Adjectives, preposition a/ an and kind of people. After they were given a pretest, they got treatments for three times.

The treatments used a video sparkol as the media in presenting the material that was about People and things. Ter ?†Athena ?†Mar ?????†Ki ???yah Jur ??l Pend ?d ??a ? ????? ??h ?sa d ?n Buda ? 7 The using of media in teaching is needed to make the process of teaching and learning is more effective and the teacher can be easier to transfer the material or knowledge.

It is supported by Dwi- yogo statement that media can help students to improve their comprehension, display the data or material more attractive, so it can be easy to be interpreted the material (2013: 8). Audio Visual Media is one of the media that can be heard and seen how it is developed for the purposes of learning. This medium can be formed in VCD form, and also media is capable of displaying text, motion, sound and image, computer can also be used interactively, not just direction.

Even computers connected to the internet can provide the freedom to learn through space and time and provide a source of almost limitless degrees (Dwiyogo, 2013: 46). The real shape of the audio visual media is, Video. In the process of pursuing, the video has several roles, namely (1) Overcoming distance and time (2) Ability to describe past events (3) Can bring students adventures from one country to another country and from one to another (4) Repeatable if necessary to clarify the material (5) Messages delivered quickly and easily remembered (6) Developing students' thoughts and opinions (7) Developing imagination (8) Clarifying abstract things and giving more realistic explanations (9) Able to act as the main media to document social reality that will be discussed in the class (10) Able to act as a storyteller that can provoke the creativity of learners in expressing their ideas. One of the software that develops today in education

is videoscribe.

Videoscribe is a great tool for the development of self-study at home and at an affordable place with the internet. In this research, the researcher has conducted a treatment to using this media that is Sparkol videoscribe. This treatment was followed by posted and analysed by using SPSS 23. Based on the table 3, it can be shown that the p value is 0.000.

Here, the p value is smaller than á 0.000 < 0.05. It answered the hypothesis that was Ho was rejected and H1 was accepted. The analysis explained that the using of Video Sparkol as the media in presenting the material can be effective in teaching English in elementary school. The students who were treated by video had a better score in a posttest. It showed that video sparkol can increase the students' English ability.

Besides the result of the test between pretest and posttest, the good atmosphere of the class during the teaching ang learning process held was also described by the fouth grade students. The using of Video Scribe make the students is anthusiastic to watch and listen the video. It can be shown by the first meeting in the treatment, when the teacher introduced the name of the character that will be played in the video, that was EVA, the students were yeld and curious by asking who is EVA.

THE EFFECT S ??R ??? ?IDEOS ??IB ? ?S ???? Volume 1, N ???? 2, Desember ? ? 7 Based on the character of elementary school students, they were very enjoy watching. According to Alfin (2015) the students developments include (1) physical development (2) Psychomotor deve- lopment and (3) academic development. In aca- demic development, it is divided into (1) Level of age 0-2 years (2) Preoperative level at the age of 2-7 years and (3) The operational level is concrete at the age of 7-11 years.

At level 3, namely children at the age of 7-11 years, they already know mathematical symbols, but have not been able to face things that are abstract, children's cognitive skills are: combina- tion, classification, reversibility, associativity, identity, and serialization. Characteristics of the age of elementary school children generally have a tendency to imitate (Samodra et al, 2012).

This can affect the media used by the teacher or instructor to make a stimulant with pictures such as cartoons. In general, elementary school age children like it, so it requires creativity from the instructor to create or create media that his students might like. Regarding to the effective result of the video sparkol, it can be as an improvement that actually the students can drill themselves at home and anywhere they like by watching this video that have been stated in their smartphone. They can be in-

dependent to exercise themselves in learning the lesson.

They were also creative to learn the lesson because the video was so exciting, full colour and easy listening. Paying attention to the learning Media as a place to make the learning and teaching process more effective requires an update and sensitivity of the teacher with the needs of the participants in the students or their students.

Both of these are capable of producing an innovation that will make students more interested in learning the material that the teacher is displaying in class. In this study, researcher had provided an illustration of the existence of Sparkol Video scribe media which is a combination of audio and visual that is very interesting to be shown to students in class.

Sparkol Videoscribe as a media presenter, especially English in elementary schools, has been able to prove that this media can make the learning and teaching process more effective. The students with their enthusiasm listen and watch video shows that contain English language mate- rial, namely People and Thinks and Adjective. In addition, the teacher can monitor the classroom situation more closely while students or students watching Sparkol Videoscribe shows English language material.

Based on the finding of this research, it has been proved that the sparkol video scribe can make students interest and encourage them to learn English, so it is suggested for teachers to be able to make learning material innovations by involving technological advances and facilities in schools. This innovation can motivate the younger generation to be more creative and dynamic in the learning process.

From the results of this re- search, it is expected that it can be continued with other studies that study learning innovations that combine conventional strategies with other IT- based learning media. D. Conclusion There was difference mean score between students who got treatment such as the implemen- tation of Sparkol Videocribe as the innovation media in presenting the English material and the students who did not get any treatment of implemen- ting Sparkol Videoscribe in the English class.

Sparkol Videoscribe that consists of the audio and visual make the students more enjoy watching it. For the following research, the existence of further studies with this innovation can support other lesson in English materials. The English teacher in elementary school can access the media or source of information by using Sparkol Video- scribe.

The students accessed through their smart phone. The students can be more creative in

lear- ning and make them were more motivated. The other aspect, researcher can make a material as the module and source of teaching and learning English for those who study in elementary school. It can make a product as the learning media that contained about the local wisdom of Madura that can be learnt and introduced to the students since they study in basic grade.

So, learning by using Sparkol Videoscribe can encourage the Ter ?†Athena ?†Mar ?????†Ki ???yah Jur ??l Pend ?d ??a ? ????? ??h ?sa d ?n Buda ? 7 innovation in teaching and learning process. They will be more creative and motivated in learning English especially in basic learners.[] References: Alfin, Jauharoti.2015. Analisis Karakteristik siswa pada tingkat sekolah dasar. Prosiding Hala- qah Nasional dan Seminar International Pen- didikan Islam. Surabaya. Dwiyogo, W. D. (2013).

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