

The effectiveness of videoscribe as innovative media to increase students reading comprehension

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ABSTRACT

The purpose of this study was to find out the effect of using videoscribe media learning on students' reading comprehension. We can create the content of reading use videoscribe with combine text and image in one video, so teaching learning proses doesnt monotonous and student can enjoyed to read. So it can help improved students reading comprehension. The design of this study was Pre-Experimental design. Thus, one classrooms containing the total of 15 students of eight grade at SMP AN NUR FUADI Bangkalan were selected as the sample. In collecting the data, pre-test and post-test were utilized to assess students' comprehension abilities before and after the treatment. In analyzing the data, the t-tests (paired sample, and independent sample) were run in SPSS. The result is score post-test students is higher than pre-test score of studets. So the researcher conclude videoscribe media can applied in teaching reading to help teacher improved students reading comprehension.

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1. INTRODUCTION

English learning at the junior high school level is not the first experience for students but is a continuation of what has been obtained in junior high school. The focus of students on teaching English in high school is still on improving students' ability to communicate which includes three types of texts, namely interpersonal, transactional and functional (Kemendikbud, 2016). According to Moreillon (2007:10), reading has a simple meaning which means to produce meaning from a text and visual information, but reading ability must be trained so that it produces the same meaning with contents of the text. Reading also be described as the activity to analyze the text.

According to Anggeraini and Afifah (2017:86) in their research, they were found some factor of difficulties by students, such as hard to understand the story, topic of the text and also need much time to read and understanding the text. As known when in the classroom, the teacher must be able to divide the time to explanation the material, reading activity itself and als othe time to students answering the questions that has been read. So, media learning is consuct in teaching learning process. Then, the teacher should known about the interesting topic to be discuss in reading class. It is can help to improve the interest of students to read and be active in class. Cited from Hamdy (2017) combining visual and text images can accelerate students' understanding in reading classes. And most important digital storytelling is flexible and adaptable tool which can fit most purposes and can be used in almost all the subjects being taught. Based on Athena and Kiptiyah (2018), Videoscribe is one of media learning can used to produced interesting and easy animated videos, especially in teaching English.

Based on this finding, the researcher used videoscribe as one of kind digital storytelling media in teaching reading process. And also, in digital era The teacher should be smart and creative using technology in teaching learning to make students interest and attended the lesson because so many application can adopt in teaching learning. Then, with applied this application in teaching learning process, the teacher can manage time because the teacher can determine time limit of video when create the contents.

2. RESEARCH METHOD

2.1. Research Design

Research design is a plan or method used by the researcher to answer the question. In this research, the researcher used pre-experimental research. Pre-experimental research is one types of experimental research use one group design. In this research, the researcher will give pre-test and post-test. So the participant are test before and after the treatment. The first, the researcher gave a pre-test to know the students reading ability before apply the treatment. Second, the researcher applied the treatment of the Pre-experimental research. And the last, the researcher gave the post test to know students reading ability after use the treatment. This research is conducted to know how effective videoscribe as a media on reading skill at SMP Annur Fuadi Bangkalan.

2.2. Research Variable

In the instrument, data said valid or true if the researcher is able to explain and prove the data accurately. According to Aek Phakiti (2014), validity is the extent to which research finding, inferences and interpretations are accurate, reasonable and supported by empirical data. The researcher used expert judgement to find the validity of the test and the researcher choose the English teacher in SMP AN NUR Fuadi Bangkalan as validator, because the researcher collect the data in this school. So the instrument must adjustable by him.

2.3. Sample and Population

Population is the whole subject or object that is in one area and meets the requirements relating to research (Martono, 2010:66). More simply the population can be interpreted as a whole individual within the scope of the research. The population of this research consist of 15 students which mean all students of eight grade at SMP Annur Fuadi.

Sample is part of the population chosen by a particular procedure so that it is expected to define members of the population (Martono, 2010:66). In this research, the researcher take a sample from eight grade of SMP Annur Fuadi. In this study the researchers chose non random sampling. Because researchers assess the sample taken will already represent the population in the sense that if this study is successful it can be applied to the population.

2.4. Research Instrument

In this research, the researcher used test as the research instrument. Test is a series of questions, problems or physical responses design to determine knowledge, intelligence, or ability. The tests use in this study was pre-test test and post-test. The pre-test was use in the preliminary study to find out information dealing with the students' reading ability. To obtain data about the students' progress in learning reading after the apply media learning, the researcher conducted an evaluation by administering a post-test to the students individually.

2.5. Validity

In the instrument, data said valid or true if the researcher is able to explain and prove the data accurately. According to Aek Phakiti (2014), validity is the extent to which research finding, inferences and interpretations are accurate, reasonable and supported by empirical data. The researcher used expert judgement to find the validity of the test and the researcher choose the English teacher in SMP AN NUR Fuadi Bangkalan as validator, because the researcher collect the data in this school. So the instrument must adjustable by him.

2.6. Reliability

According to Fraenkel and Wallen (2009) reliability is Consistent achievements are achieved when the researchers test the data at different times against to same individual, but still produce the same results. There are four of assessing reliability such as test retest reliability, split half reliability, alternate form reliability and inter-rater reliability. The reliability method used by researcher in this study is test retest reliability. The test-retest method involves administering the same test twice to the same group after a certain time interval has elapsed. In this research, the researcher uses SPSS (Statistical Package for the Social Science) for assessing the reliability easily.

Table 1. Descriptive Statistics

	Mean	Std. Deviation	N
Test	60,13	18,224	15
Retest	73,13	13,190	15

Table 2. Correlation

	Test	Retest
Pearson Correlation	1	,813**
Sig. (2-tailed)		,000
N	15	15
Pearson Correlation	,813**	1
Sig. (2-tailed)	,000	
N	15	15

Based on the output table above, it could be seen that the result of the correlation r is 0,813. It can be concluded that the evidence of the instrument reliability result using Test-Retest is quite reliable, because the result of correlation r was higher than r -product moment 0,641.

2.7. Data Analysis Technique

After collecting data through pre-test and post-test, the researcher analyzed the data of students' reading ability. The researcher used quantitative data analysis. The quantitative data of this research analyzed by statistical method. The researcher find out significance the difference on student's achievement between before and after using videoscribe. In this study, the researcher analyze the data using statistical calculation of dependent t-test which helped by SPSS (Statistical package for the Social Science) IBM version 23 to find out whether the differences score.

3. RESULTS AND DISCUSSION

3.1. The Result of Pre-Test

The first day of the study was held on May 13th, 2019, filled with giving pretest to students with the aim of measuring students' abilities before getting treatment. The result is students are still unfamiliar with videoscribe itself, but students seemed enthusiastic about what would be displayed on the slide so they noticed what appeared on the slide and started reading, then answered the questions. On first meeting, the researcher conducted for about 45 minutes.

Table 3. Mean of Pretest

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	15	56,67	9,552	2,466

Based on the table 3 above. The researcher got 15 students' mean score of pretest was 56,67. It is not a satisfactory score.

3.2. The Result of Treatment

In this study, researchers gave treatment three times. The first treatment was held on May 14th 2019. At this meeting researchers explained about videoscribe and its uses. Some students are interested to learn how to create content used this application. That seen from some of them asked about videoscribe such as what is videoscribe, can they create their story used this application. In reading activity, researchers asked about the material to be discussed such as the definition of descriptive text. But students have not been able to provide the right answer. Then the researcher displays the material in the videoscribe application that has been prepared by the researcher on the projector screen. The material described are definition, kind and also generic structure of descriptive text. Students seem to pay attention and begin to ask the meaning of several words that they did not understand to other students. After watching and reading for a few minutes, the researchers gave questions about what they understood from the text that they read about descriptive text. Some of the students answered correctly and others tried to find the words meaning that they did not understand. And then the researcher showed the example of descriptive text (my house) and tell the students to identify the text.

The second treatment held on May 16th 2019. At the second meeting the researchers asked again

about the material previously explained. Students are able to answer the questions given. Then the researcher returned to the sample descriptive text which had not been discussed at the previous meeting. The researcher asks several questions such as main ideas, supporting ideas and generic structures. And ask students to retell the stories they have read with their own words.

The third study was conducted on May 17th 2019. The researcher gives examples of descriptive text but with different themes (my best friends). Just like the previous meeting, the researcher asks students to analyze the text then asks a few questions and asks students to Retell what they have read. In the third meeting, students were more enthusiastic in answering the questions given by the researchers.

3.3. The Result of Post-Test

The researcher gave the posttest after giving the treatment in the last meeting. On May 18th, 2019 researchers gave post-tests to students to test the effectiveness of videoscribe as a learning media. The text provided is the same text as given during the pre-test. It is seen that students enjoy the slides that are displayed more easily, and then answer the questions on the answer sheet provided.

Tabel 4. Mean of Posttest

	N	Mean	Std. Deviation	Std. Error Mean
Posttest	15	71,87	8,991	2,321

Based on the table 4 above. The researcher got the 15 students' mean score of posttest was 71,87. It was higher than pretest. To collect the data, researcher shows the result of Pre- test and Post-test. The data below was analyzed by IBM 23.

3.4. The Result of Equivalent test

In this research, the researcher calculated the paired t-test from pre-test and post-test score. The researcher used pair t-test to analyze t-test score research. The result of t- test was presented in the showing table below:

Table 5. Paired Samples Test

		Paired Differences					
		95% Confidence Interval of the Difference					
				Lower	Upper		
Pair	Pretest						
1	Posttest	-15,200	7,711	1,991	-19,470	10,930	7,635
							14 ,000

Based on the table 5 above, it showed that the mean is -15,200, the standard deviation is 7,711 and the standard error Mean is 1,991. In this research, the researcher took 95% of confidence level. It means that, the researcher applied 5% of the standard error of this research (0,05) which 5% is standard numeral of error for the statistic of education. In this case, the score of lower stage is -19,470 while the score of upper stage is -10,930. The score of t-value is -7,635 and the degree of freedom is 14. The P-value was ,000 < α was 0,05. It means that H_a was accepted and H_o was rejected. It means that, teaching descriptive text of reading comprehension using Videoscribe media toward student's reading comprehension at the eight grade of SMP An Nur Fuadi was accepted.

e). Hypothesis

The purpose of this research in the previous chapter was to know the effect of Videoscribe in Students reading comprehension at eight grade of SMP An Nur Fuadi. Based on the the purpose above, the researcher calculated the result of this research. The result of t- test from t-value (-7,635) and the degree of freedom are 14. The P-value was 0.000. It means the research that using videoscribe media has significant contribution to students reading comprehension.

It can be conclude this study from the hypothesis that using videoscribe media gave better effect to the student comprehension and has significant than those taught without used videoscribe.

This study aims to know whether the use of videoscribe media is able to contribute significantly to the reading ability of students in SMP An Nur Fuadi Bangkalan. The results of this study aim to support the use of videoscribe media as an innovative learning media in English learning especially in reading skills. Based on the data that the researchers got from the results of the pre-test and post-test there was a significant change in the student score. The pre-test score of students is 56,67. One of the factors in

students' difficulties in reading skills is that it is difficult to understand stories, text topics and also need a lot of time to read and understand texts (Anggeraini & Afifah, 2017: 86). Some people think that reading is a boring activity because the media that are often used are books, magazines and newspapers also waste their time. Lack of interest in reading activity from students ultimately impacts on the score and knowledge of students towards something. Unwittingly reading is one simple activity that can help us get information about many things. Also in the process we can know the vocabulary that we did not know before.

The students' post-test score after using videoscribe is 71,87. It means that, videoscribe media effected toward students reading comprehension. Combining visual and text images can accelerate students' understanding in reading classes (Hamdy, 2017).

Videoscribe media is used by researchers in reading learning aimed at increasing students' interest in reading. Because as we know. Storytelling activities in the reading class are quite old-fashioned and bored. So that many digital storytelling that appear are expected to help increase students' reading interest. One example of a digital storytelling application is videoscribe. Videoscribe is software that is used to produce interesting and easy animated videos (Athena & Kiptiyah, 2018). So that. We can combine text, images and sound in one slide with the aim of attracting the attention of students to read and understand the contents of the text.

Videoscribe is one of easy software application for creating whiteboard animation. So that teachers can use it as one of the innovative media learning in class (Saman, 2018). According to Terry Samuel Siricord, Melor Md, and Yunus on their research (2016: 50-61), they find some error when recording their voice so they must try to record their voice to several time. Different on this research, the researcher insert the music not record the voice because more easily to do it and did not waste the time. The results of the study from Novita Aryuntini at al (2018) showed the used videoscribe media learning in descriptive writing class can improved students writing skill. It also proved by (Wulandari, et. al: 2019) technology makes faster teaching and learning process. Students more enthusiastic to attend the story in slide and identified the generic structure. After that students can made a simple paragraph about descriptive text. Same with this research, after the treatment students can answer the questions gave by researcher.

Based on several different subjects concluded that the use of videoscribe media has successfully improved students' abilities in several fields. So videoscribe is one of the media learning that is suitable for use in the teaching and learning process.

4. CONCLUSION

The researchers concluded that the use of videoscribe media as a learning media in the eighth grade of SMP An Nur Fuadi was effective. Which means the use of videoscribe application as media learning can contribute to the improvement of students' reading comprehension. The researcher analyzed the students' scores at pre-test and post-test by using product moment. The result showed that t-value = 7,635 than t-value was compared with t-table, to the significant level 0,05 (5%) and degree of freedom = 14, and apparently resulted the t-table.= 2,145, so t-value was higher than t-table (7,635>2,145). It can be provided from the data of student's score in pre-test and post-test.

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