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The Effectiveness Of Video Scribe In Teaching English At SMPN 1 Molawe Konawe Utara

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ABSTRACT

The purpose of study is to examine whether or not there was any significant score difference on students' English achievement before and after treatment by using video scribe. Also, it examined whether or not there was any significant score difference between students are by using taught video scribe and students are taught by using conventional method on their English achievement at the eighth grade of SMPN 1 Molawe. The population of this research was the entire the eighth grade students of SMPN 1 Molawe who enrolled in academic year 2017. This research involved 23 students in experiment class and 25 students in control class. The data were obtained from students' pre-test and post-test scores. The pre-test was given before the treatment applied and the post test was given after the treatment finished. The finding revealed that there was any significant score difference on students' English achievement before and after treatment by using video scribe, p (.000) < 0.05. Besides, the finding also indicated that there was a significant difference in the scores for students were taught by using video scribe and students were taught by using conventional method p (.000) < 0.05. In light of all these, video scribe significantly had an effect to students' English achievement. Moreover, this study merely focused on the effectiveness of teaching English through video scribe, thus it is necessary for the next scholars to examine students' motivation toward this audio visual aid.

1. INTRODUCTION

Nowadays, one of rapid developments in education can be seen from English learning that supported by technology. With the support of technology, the world of education is possible to prepare human resources that can compete in the era of globalization. Guided by the foundation and development of 2013 Curriculum, English is a crucial foreign language that is taught for the absorption and development of science, technology, art of culture and the development of relations among nations.

Digital natives are born into an electronic world in which it seems their brains are directly wired to acknowledge electronically operated devices, such as television remote controls, computers, radio and others music players (Wright et al, 2013). It means that teacher may apply electronic learning media are tools for delivery of information or learning messages to learners. With the media on teaching and learning process, it is expected to help educators in improving learning achievement to the learners.

Given this orientation, to improve students' achievement in learning English, teachers should use methods or techniques that are appropriate and appeal the students to create a good classroom atmosphere to avoid the students' boredom in learning process. In this context, it is worthwhile to develop English teaching by means of the video scribe software. Learning by using video scribe as a media is expected to be effective to assist students in understanding the English material.

In fact, the researcher has interviewed the English teachers at SMPN 1 Molawe Kabupaten Konawe Utara in the preliminary observation. The researcher has found that teachers rarely used a range of teaching media. Even, teachers only use a traditional method in teaching learning process. Hence, it cannot reach minimal mastery criteria (KKM). It becomes the consideration of researcher to conduct experimental research relates to the use of media video scribe in teaching English at SMPN 1 Molawe Kabupaten Konawe Utara, because the researcher assumes that video scribe is one of media that may develop students' achievement in learning English. Due to it may assist teachers to convey the English lesson material to the students easier as it shows them visualized lesson material through video and audio. Therefore, video scribe may help teachers in teaching English as a foreign language.

Actually, a number of researches relate to audio-visual such as video has been well documented (Progosh, 1996; Shih, 2010; Bal-Gezegin, 2014). For instance, Shih (2010) has conducted a study to establish a blended teaching and learning model combining online and face to face instructional blogging for an English for specific purposes (ESP) course named *English Public Speaking*. The research methodology combined qualitative and quantitative approaches and included peer and instructor feedback, interviews, self-reflection, and a learning satisfaction survey. A total of 44 college seniors majoring in English participated in the study. The results of the study showed that this model could contribute to learning effectiveness and student satisfaction if the blended model is implemented with sufficiently supportive equipment and course plans. Most importantly, peer and instructor's feedback and the blog characteristics like free access, ease of revision, and interesting material for

learning were major factors that enhanced students' learning satisfaction by motivating them to learn effectively.

Meanwhile, in terms of video scribe, a numerous of studies (Alif, 2015) offers evidence that video scribe positively affect students' English achievement. For example, a study has conducted by Alif in 2015. He claims that when teacher utilizes technology-based teaching, particularly video scribe, the students may be good enough in grammar. Therefore, he believes that it will be easier for students to write in English as it minimizes students' grammar mistakes. Also, it has positive impact in analyzing English text as well. It is in line with Woottipong (2014) he explains that video may be a helpful tool for language learning process. The benefits of this tool provide the condition of examples of real-life communication, motivation for language learning, and improving language acquisition.

However, how effective video scribe in effecting students' English achievement is being questioned. Thus, concerning how crucial applying video scribe as audio-visual aid in teaching English at SMPN 1 Molawe Kabupaten Konawe Utara, it is considerable to examine the effect of video scribe in enchasing students' English achievement. Therefore, it is notably to concern about these issues.

Thus, a research to examine the relative importance of these factors in predicting students' reading comprehension is considered crucial.

This proposed study is guided by several research questions as follows:

1. Is there any significant score difference on students' English achievement before and after treatment by using video scribe?
2. Is there any significant score difference between students are taught using video scribe and students are taught using conventional media on their English achievement?

2. LITERATURE REVIEW
2.1. English Language Teaching (ELT)

According to Dewey (2010) "In a good deal of ELT practice it is still widely assumed that, regardless of social setting, there is no alternative to basing the classroom model on "Standard English." However, apart from the adoption of external norms (mostly hailing from Anglophone communities) being somewhat ideologically questionable, if not subservient, the term "standard" is itself problematic. In ELT, it tends to be a rather ambiguous, indeterminate notion".

There are some differences in the quality of language production among native and non-native speakers. Native speakers, who have an implicit knowledge of their language systems, maintain their fluency regardless of the structure or complexity of the task they are dealing with. They plan their production easily. Thus, they have fewer problems concerning the fluency of their production. They can also focus on the accuracy of their production more. Non-native speakers have more problems in planning the structure of what they are to produce. Since the events in a narrative task are presented in a predictable way, the burden in their processing can be eased by presenting a narrative task to the learners.

2.2. Digital Media in English Teaching Learning Process

Digital media play important role in teaching learning process. Digital media is any electronic media that is created and displayed using computer technology, (Chien, 2012, p.3 in Mujallid, 2016, p.18). Utilization of technology in the field of education is used by teachers to facilitate in explaining learning materials to learners. Therefore, computer-based learning media that have been made will be beneficial for teachers in the learning process in the classroom. (Fisser, 2001; Pelliccione, 2001 in Sife et al., 2007) at an International Journal entitle New Technologies for Teaching and Learning: Challenges for Higher Learning Institutions in Developing Countries state that "Both trainers and learners can choose more appropriate applications which are flexible in time, in place, personalized, reusable, adapted to specific domains and more cost-efficient".

2.3. Using Video in Language Learning

Harmer (2001) explains that the usage of video has been considered as a widespread element in language teaching for many years. However, there are some important reasons why this aid can adjoin a particular even extra dimension to the learning experience for students.

First of all, by means of video in the classroom, students are seeing language in use. One of the most important benefits of video is that students do not merely hear language, they also see it. This deeply assists comprehension, for example general meaning and moods are frequently expressed through expression. Next, cross cultural awareness. Video exclusively permit students to experience a circumstances far beyond the classroom. This is particularly constructive if they want to see, for instance, British 'body language', how to invite someone out, or how American speaks to waiters. It is also a great medium in providing students an opportunity to see that things as what kinds of food people eat in other countries.

Then, by using video, it offers the power of creation. When students utilize video cameras themselves they are provided the potential to generate something memorable and enjoyable. The task of video making can incite authentically creative and communicative use of the language, with students' discovery themselves 'doing new things in English' (Cooper et al., 1991, as cites in Harmer, 2001). The last but not least is motivation. For all of the reason so far mentioned, mostly students confirm an increased level of concern when they have an ability to see language in use as well as hear it. It is in line with Mirvan (2013) adds that using video in a classroom can increase students' motivation to learn because it can represent them to a various depicts that can aid them to comprehend similar situations in their daily life (as cites in Woottipong, 2014).

2.4. The Advantages and Disadvantages of Video scribe

A number of advantages of video scribe, namely it can motivate students and also teaches language that is usefull. It can also add variety to the classroom, so that more than one method is used to present language teaching and make a class more interesting. Many visual learners feel the benefits of this application, because it can be viewed repeatedly not only in the classroom but also in the outside of the classroom. Auditory learners also benefit since the learners can listen to the

application more than once because this application also contains audio that allows students to listen the explanation more than once detailly.

Additionally, others advantage of using video scribe is to facilitate learning activities not only learners but also teachers as educators. This application creates a material lesson which is easy to help the learners in teaching learning process. Teacher can add a fun letter, an image and a picture to facilitate students easy in learning degree of comparison. Furthermore, the downside to this application is the user can slow the video down to make it easier for students to understand what they have been taught.

On contrary, as a media in teaching learning process, video scribe has weakness in as teaching media. "The disadvantage of using video scribe in teaching English material lesson are: 1) You may feel unsatisfied with several of the icons that are available and 2) You must log into a Sparkol account in order to access video scribe, which means you must have an internet connection". It that video scribe application need more time to make it and teacher must understand how this application is made and so does the time must prepare before teaching lerning process in the classroom begining in several semester.

2.5. Generative Theory

A number of studies have confirmed that visual attention is exaggerated by some reasons. In this regard, students progressively watch the presentation at a surface level, in order that their visual attention is re-confined by positive audio cues (Anderson, Alwitt, Lorch, & Levin, 1979, as cites in Woottipong, 2014).

Therefore, generative theory becomes a theory that underpinned the current study. It is drawn out by Mayer (2001) about multimedia learning, which refer that the mind has two kinds of processing systems, one is related to the verbal system that developed the linguistic information, and the other one is related to the image system that developed the perceptual information. When the students utilize these two systems, it is easier for them to memorize information about objects and events, producing mental images. This theory agrees with, video materials construct of the present study, particularly video scribe, in view of the fact that, videos allow students to create mental images.

Video materials such as video scribe contain massive amount of important information about the social and cultural background of English speaking countries. In this case, they not merely offer students with authentic language material and situation of real communications but also have such a vast visual value (Wang, 2015). Therefore, it is notable to examine how effective this audio visual aid in enchasing students' English achievement.

3. METHODS

This research employed quantitative method research. It selected for this study because the researcher proposes to examine the effect of video scribe in enchasing students' English achievement. Therefore, the design of this research was quasi-experimental which use a non-equivalent (pretest and post-test) control-group design. This design which was divided into two groups: experimental group and control group. In this regard, both of the groups would be given a pre-test before

given the treatment and post-test after treatment. Experimental group was a group which the subject of the study would be taught by using video scribe. Meanwhile, control group was a group of students who would accept the conventional teaching and learning method. Both these groups took a pretest and post-test. However, merely the experimental group obtained the treatment. The study conducted at the eighth grade students of SMP Negeri 1 Molawe who enrolled in academic year 2017. The researcher selected class VIII^A as sample in experiment class and a number of participants were 23 students and VIII^B as sample in control class and a number of participants were 25.

3.1. Procedures of Data Collection
1. Giving Pre-test. First of all, pre-test was given to examine students' English achievement before treatment was administered to the students in experiment class. Those who became the samples in experiment class should accomplish pre-test. In present study, pre-test was conducted on April 21st 2018 at 07.15 A.M. at class VIII^A in SMPN 1 Molawe, Konawe Utara.
2. Giving Treatment. Next, after accomplishing the pre-test, next meeting treatment was given to the students in experiment class, in this regard teaching English by means of video scribe. The researcher explained how to learn recount text by using video scribe. Video scribe is software for creating whiteboard animations automatically. It is useful in the field of education particularly teacher may use it as learning media. Treatment by means of video scribe was applied for four meetings.
3. Giving Post-test. The last but not least, students was given post-test to examine the effect of teaching English by means of video scribe, mainly students' English achievement before video scribe was applied and students' English achievement after video scribe was applied. Type of the test was same with pre-test. Post-test was conducted on Mei 10th 2018 at 08.45A.M. until 10.15A.M, at class VIII^A in SMPN 1 Molawe, Konawe Utara.

3.2. Data Analysis
There are two kinds of techniques used in analyzing the data in this research, namely descriptive and inferential statistic. The inferential statistic was used to examine the hypothesis, while the descriptive statistic was used to describe the students' characteristic of score, such as Mean Score, Frequency, Minimum, Maximum, and Range Score.

The data were gathered through the result of pre-test and post-test which they will be computed by using SPSS 16 for windows. Gaur & Gaur (2009) states that there are three different types of t-test: one sample t-test, independent samples t-test, and dependent (paired) sample t-test. In this research the researcher applied *paired sample t-test* to examine significant score difference on students' English achievement before and after treatment by using video scribe. Also, *independent sample t-test* to examine significant score difference between students are taught using video scribe and students are taught using conventional media on their English achievement. Gaur & Gaur (2009) explain "experiments where the observations are made on the same sample at two different times, is called dependent or paired sample t-test"

(p.54). The aim is to examine whether or not there is any difference means score of a sample, specifically before and after giving a treatment.

4. FINDINGS AND DISCUSSION
4.1. Findings

The Result of Paired Samples T-test

Paired Samples Test

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PretestExperiment - PosttestExperiment	45.8261	10.92102	2.27719	34.50521	25.06000	13.079	22	.000

A statistical analysis of *Paired Samples T-test* was conducted to compare students' English achievement scores before applying video scribe and after applying video scribe. There was a significant difference in the mean scores for pre-test (M = 33.0435, SD = 9.50348) and post-test (M = 78.8696, SD = 7.35868) conditions; t (22) = 13.079, p (.000) < 0.05. These results suggested that teaching English through video scribe had a positive significant effect on students' English achievement. These results indicated that post-test scores were significantly higher than pre-test scores, a significant gain score was 45.8261 points.

Moreover, based on the result above, the probability value (p value) was less than the level of significance (p < 0.05), in this regard (.000 < 0.05). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. On other words, there was any significant score difference on students' English achievement before and after treatment by using the video scribe. Indeed, it can be concluded that teaching English through video scribe gave significant effect on students' English achievement at the eighth grade of SMPN 1 Molawe.

The Result of Independent Samples T-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Gainscore	Equal variances assumed	.078	.781	6.024	46	.000	16.98261	2.81930	11.30766	22.65756
	Equal variances not assumed			5.963	41.673	.000	16.98261	2.84820	11.23336	22.73185

An *Independent Samples T-test* was conducted to compare students' English achievement scores difference between students were taught using video scribe and students were taught using conventional media. There was a significant difference in the scores for students were taught using video scribe (*M* = 45.8261, *SD* = 10.92102) and students were taught using conventional media (*M* = 12.8000, *SD* = 8.55375) conditions; *t* (46) = 6.024, *p* (.000) < 0.05. These results suggested that video scribe significantly had an effect of students' English achievement. In light of all these, these results recommended that when students were taught by means of video scribe, their English achievement increased.

4.2. Discussion

In this discussion, the researcher will explore and expand the findings in before subsection. The purpose of the present study examined whether or not there was any significant score difference on students' English achievement before and after treatment by using the video scribe. Also, it examined whether or not there was any significant score difference between students are using taught video scribe and students are taught using conventional media on their English achievement at the eighth grade of SMPN 1 Molawe.

The current research proposed to examine whether or not there was any significant score difference on students' English achievement before and after treatment by using the video scribe at the eighth grade of SMPN 1 Molawe. The findings of the research revealed that students' English achievement scores increased from pre-test to post-test, particularly based on descriptive analysis in students' pre-test and post-test scores. It can be seen from students' mean score; in this regard mean score in post-test (M = 78.8696, S.D = 7.35868) was higher than mean score of students in pre-test (M = 33.0435, S.D = 9.50348).

Moreover, the result of *Paired Samples t-test* also indicated that there was a significant difference in the mean scores for pre-test (*M* = 33.0435, *SD* = 9.50348) and post-test (*M* = 78.8696, *SD* = 7.35868) conditions; *t* (22) = 13.079, *p* (.000) < 0.05. The finding revealed any significant difference on students' English achievement before and after taught by means of video scribe, as the literature also supported the findings (Harmer, 2001). He stated that by means of video scribe in the classroom, students were seeing language in use. One of the most important benefits of video was that students did not merely hear language, they also saw it. This deeply assisted comprehension, for example general meaning and moods are frequently expressed through expression.

In addition, using video scribe in English teaching learning process, it made an inovation and creativity to improve student's English achievement. It is in line with Cooper et al. (1991) who stated that by using video scribe, it offered the power of

creation. When students utilized video cameras themselves they were provided the potential to generate something memorable and enjoyable. The task of video making could incite authentically creative and communicative use of the language, with students' discovery themselves 'doing new things in English' (Cooper et al., 1991, as cites in Harmer, 2001).

Besides, the result of *Independent Samples t-test* also indicated that there was a significant difference in the scores for students were taught video scribe (M = 45.8261, SD = 10.92102) and students were taught using conventional medium (M = 12.8000, SD = 8.55375) conditions; t (46) = 6.024, p (.000) < 0.05. These results suggested that video scribe significantly had an effect of students' English achievement. Specially, these results recommended that when students were taught by means of video scribe, their English achievement increased.

On other words, students' gain score in experiment class gained as much as 45.8261 points. Differently, students' gain score in control class gained as much as 12.800 points. This result revealed that students' English achievement who taught through video scribe significantly effected students' English achievement compare to those who taught through conventional method. Indeed, students' English achievement who taught by means of video scribe significantly improved compare with those who taught through conventional method.

5. CONCLUSION AND RECOMMENDATIONS

In this chapter includes the conclusion of the study based on the findings on the previous section and limitation and suggestion for further researcher of the study was conducted.

5.1. Conclusion

To sum up, the present revealed that video scribe was positively had significant effect on students' English achievement at the eighth grade of SMPN 1 Molawe. Based on researcher's experience of using video scribe to teach English skills, it can affirm that video scribe was a good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation, writing, listening, speaking, and reading comprehension that it offered to students that were in the process of learning a foreign language.

5.2. Limitation and Suggestion for Further Research

The current study dealt with some limitations. Due to the institutional time limitations, the current study only examined whether or not there was any significant score difference on students' English achievement before and after treatment by using the video scribe. Also, it examined whether or not there was any significant score difference between students are using taught video scribe and students are taught using conventional media on their English achievement. Therefore, it led us to some suggestions.

First of all, the current research focused on teaching English by means of video scribe to examine students' English achievement; therefore it is recommended to the next scholars to examine the effectiveness of video scribe as teaching media to specific English skill, for instance speaking skill or other English skills. Then, the

current research merely focused on the effectiveness of teaching English through video scribe, thus it is necessary for the next researchers to examine students' motivation toward this audio visual media.

The last but not least, due to the current study applied quasi-experimental which use a non-equivalent (pretest and post-test) control-group design. Thus, it is urged for the future researchers to apply different research design, such as true experiment design or action research design.

5.3. Pedagogical Implications

Based on the result of this study, it can be implied that video scribe can contribute positively to language learning and processing, particularly English subject. It helps students in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. Besides, after conducting the current study, it can be said that video scribe offer a variety of benefits, not only to improve the listening skills, but also to learn new vocabulary, to reinforce pronunciation and to become aware of the English language components such as intonation, pronunciation, etc (Celik, 1999). In addition, videos scribe increase students' motivation and stimulate autonomous learning.

Additionally, video scribe can be used for simple viewing and listening to the foreign language content. Listening and watching videos provide an opportunity for students to hear accurate pronunciation of words and sentences (McNulty & Lazarevic, 2011). Additionally, video scribe facilitated learning activities not only learners but also teachers as educators. This application creates a material lesson which is easy to help the learners in teaching learning process.

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