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The Effectiveness of Videoscribe Learning Media in Learning English Past Tense Material

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Abstract:
This study aims to improve learning outcomes of English by using videoscribe learning media. The subjects of this study were 30 class 1B. The object of this research was learning English past tense by using videoscribe. This research method is classroom action research using two cycles. The research will be carried out in two cycles; each cycle is planned for two meetings. Each meeting is two hours of lessons. Each cycle contains planning, action, observation, and reflection. Data collection techniques using observation, documentation and tests. The results of this study indicate that the increase in the average value of the class from the initial condition 44.16 to 78.63 and the increase in learning mastery from the initial condition of 20% increased to 93.33%.

Keywords: Videoscribe Media, English Lesson, Past Tense

INTRODUCTION

Learning in English is very complicated for non-native learners. Therefore, there are various ways to get maximum results. Good application of varied media, adjustment of learning methods with subject matter, use of appropriate approaches and creative and fun delivery techniques. So that the national goal of education will be achieved, namely the intellectual life of the nation. Learning media is one of the tools used by educators so that learning activities take place effectively (Hasan et al, 2021: 10). According to research conducted by Adi Widodo, et al, 2018) the problem so far that has occurred is that teachers have not used media that are adapted to the characteristics of students, even in planning teachers pay less attention to what media will be used in learning so that learning becomes better. This is like what happened at SMKN 2 Gedangsari, that in order for English language learning to be more effective, learning media is needed that is able to help students understand the problem. One of the media that can be used in learning English is Video Scribe. Videoscribe is a media that combines audio media with visual media (Yusup & Pertiwi, 2016).

According to Hamdani (2011: 254) learning through video is easier than through text. Video describes the real state of a phenomenon or event process so that it can enrich the

exposure. The advantage of using video media is that it can complement the basic experiences of students when reading, discussing, practicing besides that videos can describe a process accurately and can be watched repeatedly if needed (Sutjipto, 2016: 64).

According to Lindsay (2015: 83) videoscribe is software that can be used to create whiteboard animation designs with an attractive appearance and easy to use. By using this CTL-based videoscribe, the material presented is adapted to real-life contexts so that students can understand the material easily.

Research conducted by Minarni (2016) which shows that by using videoscribe students' interest in learning increases can be seen from the behavior of students who are enthusiastic in learning, do not feel bored and a greater sense of curiosity and interest arises. This is because the children feel that there is a different atmosphere that makes them interested because the delivery of learning is more unique so that student learning outcomes can increase.

Furthermore, research conducted by Ramansyah (2014) which shows that from the data generated during small group trials, it is known that the overall average percentage regarding the quality of interactive learning multimedia in the clean chapter is healthy is 88.6%. This shows that interactive learning multimedia products are of "high" or "good" quality and do not require revision. Videoscribe is a support software program that can help display digital teaching materials in a unique way. Videoscribing refers to a video presentation (whiteboard presentation) with a whiteboard concept that visually looks like a hand, like drawing or writing (Mudinillah, 2021: 83). Videoscibe allows us to create whiteboard animation videos easily, quickly, and practically. In addition, by using Videoscribe we do not have to be able to draw. Videoscribe is a paid software. However, videoscribe also provides a free version for use for 7 days (Helianthusonfri, 2019: 27).

Here are the steps to download videoscribe software

1. If you want to try the trial version or want to buy software from Videoscribe, please visit the following page: https://filobuku.id/blog/videoscribe. if you want to buy videoscribe software, it is recommended to buy an annual cycle because the price is cheaper.
2. At that time, please click the create an account option
3. Next, fill in the form provided. Complete the registration process
4. After successfully registering, you will be directed to a new page. Please click the download button.
5. Download the appropriate videoscribe software for your computer. After successfully downloading Video scribe, immediately install the software.
6. Please access the following link https://filobuku.id/blog/videoscribe. Please select the payment cycle you want. To be cheaper, it is recommended to choose an annual payment.
7. Next, complete the videoscribe software purchase form. Also choose the payment method that suits you. When this book was written, the available payment methods were credit cards and paypal.
8. After purchasing the videoscibe software, please download and install the software.

Based on these problems, the aim of this research is to increase the learning outcomes of students of the informatics engineering study program, especially class 1B. Learning can run actively and creatively, it can be proven by the average before being treated and after being treated with videoscribe learning media.

RESEARCH METHOD

The method used in this research is Classroom Action Research. Classroom action research is action research that is carried out in the classroom when learning takes place. Classroom action research is carried out with the aim of improving or improving the quality of learning. Classroom action research focuses on the classroom or the learning process that occurs in the classroom (Saputra, et al, 2021: 1).The action research process uses cycles or rounds. The author will use a design consisting of planning, observation, action, and reflection stages. The research will be carried out in two cycles; each cycle is planned for two meetings. Each meeting is two hours of lessons. Each cycle contains planning, action, observation, and reflection.

Planning

This research uses the Classroom Action Research method. Classroom action research is an observational action that occurs in the classroom while learning is taking place (Arikunto, 2006). Classroom action research is an examination of activities that are intentionally raised and occur in a class. The author plans a program of action to be taken to improve learning achievement in class 1B of the informatics engineering study program at PGRI Madiun University. It is planned that the learning will be carried out for two cycles, each cycle is one meeting by providing motivation, conveying learning indicators, conveying objectives, conveying the benefits of learning materials, submitting group work activity plans and conducting observations, compiling student worksheets including pretests, preparing learning resources, developing formats assessment, develop an observation format. Each cycle will be given a pretest in a one-hour lesson cycle before the lesson begins, followed by delivering past tense material using video scribe learning media. Other plans that were prepared were: making lesson plans and making data collection tools including: questionnaires, student worksheets and rubrics, observation sheets, interviews.

Implementation

Action The author carries out actions according to the learning scenario and student worksheets. The implementation of the actions that will be taken by the author is the learning steps that will be carried out as an effort to increase students' abilities in past tense material. The action research process is an iterative or cyclical work, so that learning is obtained that can assist students in improving the learning outcomes of class 1B students of the Informatics Engineering study program at Universitas PGRI Madiun. According to Kemmis & Mc. Taggart (1994) says that the classroom action research development model goes through cycles and each cycle consists of planning, action, observation, and reflection.

Observation and Monitoring

Observation and monitoring will be carried out while teaching and learning activities are in progress. Those who will conduct the research are researchers and students. What will be observed and monitored are student activities during learning activities and what happens during the ongoing learning and teaching process. The tools that will be used for observation and monitoring are observation guidelines, field notes, questionnaires, tests.

Analysis and Reflection

Researchers conduct analysis and reflection when the teaching and learning process is complete. Analysis and reflection were carried out by researchers and collaborators. The analysis activities carried out are evaluating the advantages and disadvantages of the learning process, the time effectiveness of each step of the activity, the suitability of the use of evaluation tools, evaluating the process and evaluation results. Activities that will be carried out in reflection are reviewing and considering the results obtained from observations so that revisions can be made to the next learning process to improve the implementation of actions in the next cycle.

RESEARCH RESULTS AND DISCUSSION

The results of the initial ability there is an increase compared to cycle one, which is only three students whose scores are below the Completeness Criteria, using video scribe learning media showing a significant increase in scores between before treatment and after treatment. This is indicated by the value data in table 1.

Table 1. List of scores before and after learning media video scribe

Condition	The number of students	Average	Lowest score	Highest score	Completeness
Before receiving treatment	30	44,19	25	76	6/22%
After receiving treatment	30	78,66	75	94	28/93,4%

The results of the first and second cycles there is a significant difference in learning outcomes between the lowest and highest scores. The difference in the lowest value in cycles one and two is 66%, while there is a difference in the highest value between cycles one and two, which is 20%. This is shown by the value data in Figure 1.

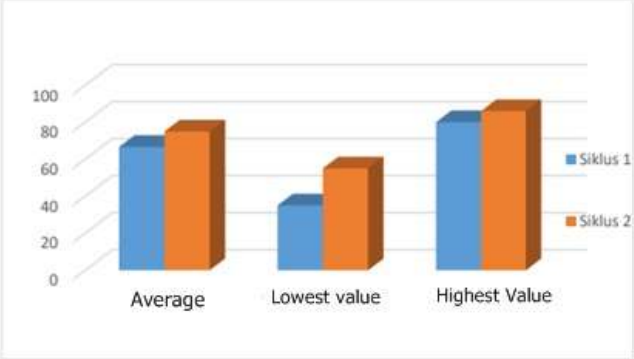

Figure 1. Diagram of Achievement of Values in Cycle 1 and Cycle 2 Using Video Scribe Learning Media

The results of complete learning achievement with video scribe learning media before and after treatment. There is a very important difference, namely that there is an increase of 73.34. This is shown by the pie chart figure 2.

Figure 2 Diagram of the Completeness Percentage of Learning Outcomes.

Based on the data in table 1, it shows that the average score before receiving the videoscribe learning media treatment was 44.19 and the average score after receiving treatment was 78.66. The average before and after media treatment increased 34.47 and the value of students before applying the videoscribe learning media who reached the minimum completeness criteria was only 6 students or (22%) and those who had not reached the

minimum completeness criteria were 24 students (78%). after applying the learning model using the videoscribe media, there was a significant increase, namely students who had not reached the minimum completeness criteria only two students (6.6%) and students who reached the minimum completeness criteria as many as 28 (93.4%). Students who completed before and after treatment increased 71.4%.

Based on the data in table 1, it shows that the average score before receiving the video scribe learning media treatment was 44.17 and the average value after receiving treatment was 78.66. The average before and after media treatment increased 34.47 or 78.057%, and the score of students before applying the video scribe learning media who achieved completeness was only 6 students or (22%) and 24 students (80%) had not achieved completeness, while the score after applying the learning model using video scribe media experienced a significant increase, namely students who had not achieved completeness, only two students (6.67%) and students who achieved completeness as many as twenty-eight students (94%). Students who completed before and after treatment increased by 73.34%

Based on the results of the data analysis that has been carried out, the learning outcomes with the video scribe learning media have been very significant. The increase in the percentage that meets the minimum completeness criteria before and after receiving the video scribe learning media treatment is 73.34%. The cause of students there is a significant increase in past tense material because the steps in the video scribe media are very interesting so that they can achieve maximum results. These steps include (1) Students pay attention to slides about pictures and writing that are seen sequentially, (2) Students can repeat by looking at the teacher's explanation through slides in the form of writing, images and sound.

CONCLUSION

The results showed that the application of video scribe learning media could improve student achievement in class 1B of the Informatics Engineering study program as evidenced by the results of the initial ability with an average of 44.19. In the first cycle it can reach with an average of 66.39 while in the second cycle it can reach with an average of 74.95. So the initial ability with the first cycle there is an increase of 50% while in the first cycle with the second cycle there is an increase of 6.69% then the posttest results can reach the number with an average of 76.84.

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