

DEVELOPING VIDEO SCRIBE AS INSTRUCTIONAL MEDIA FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to design learning media that is focused on speaking skill for seventh grade junior high school students in learning English. The research method used is the Research and Development (R&D) using the ADDIE model. This model consists of five steps (analysis, design, development, implementation, and evaluation). There are two media eligibility validations for this product (material and media validation). Both have been validated by their respective expert validators before being tested on students. This product research has a feasibility level, namely getting a total score of 87 for material validation and getting a total value of 77 for media validation. From the scores obtained, we can conclude that the product is included in a fairly good category and can be declared suitable for use as a learning medium, especially for seventh grade student. Data collection on implementation phase was done by using a questionnaire. The results of the implementation are in the form of an assessment of student work and media suggestions. The results of the implementation show that the average percentage of assessment gains is 87.6%. So, based on the results of this study, it can be concluded that the application of video-based speaking learning media is suitable for helping seventh grade students.

Keywords: Speaking Skill; Video Scribe; Instructional Media

Abstrak

Tujuan penelitian ini adalah untuk mengembangkan video pembelajaran materi keterampilan berbicara pada level sekolah menengah pertama. Pada penelitian ini, peneliti menggunakan penelitian pengembangan yang mengadaptasi ADDIE model yang meliputi *analysis, design, development, implementation, and evaluation*. Ada dua ahli yang dilibatkan dalam proses validasi yakni ahli materi dan ahli media. Kedua ahli tersebut menilai berdasarkan bidangnya masing masing sebelum produk tersebut diimplementasikan kepada siswa. Berdasarkan lembar validasi yang digunakan, diperoleh nilai 87 dari aspek materi dan 77 dari aspek media. Dari nilai tersebut, bisa disimpulkan bahwa produk tersebut sudah bagus dan layak untuk diimplementasikan. Pada tahap implementasi, peneliti menggunakan angket untuk memperoleh data dan hasilnya diperoleh nilai 87,6 yang berarti video pembelajaran tersebut layak digunakan untuk kelas tujuh.

Kata kunci: Keterampilan Berbicara; Video *Scribe*; Media Instruksional

INTRODUCTION

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a second language-also called English as an additional language-which is the practice of learning English in a predominantly English speaking country.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “language skills”. The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are listening, speaking, reading, and writing.

In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills. Speaking is one of the components of language, namely the use. Therefore, speaking is a language activity which is practical. A person’s speaking proficiency is determined by the level understanding of matters related to language. Arifin (2015) called it as the language input which plays significant role both in language acquisition and learning.

Sulistya (2013) defines that speaking as a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking

is one of the four basic competences that the students should gain well.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Therefore, Afrizal (2015) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students’ skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. Arifin *et al.* (2014) claimed this situation as a process of trial and error in language learning.

According to Brown (2004) in the context of ESL teaching, there are at least five types of speaking that take place in the classroom. The five types are as follows: Imitative, Intensive, Responsive, Interactive, and Extensive. The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life. Speaking skills are defined as the skills which allow us to communicate effectively. It enables speaker to convey information verbally and in a way that the listener can understand. Wulandari and Harida (2021) argued that principally, speaking as a part of language component

enables people to share their feelings or ideas.

Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it is important to develop both speaking and listening skills in order to communicate effectively. Speaking is considered to be the most challenging skill (Rukmaryadi et al., 2020) because it covers many aspects of English language skills as pronunciation, listening, grammar, and also vocabulary (Yanto, 2015). To master English speaking skill, students should master all these aspects.

The difficulties faced or felt by the students in speaking can be divided into two kinds of problems namely linguistic problems and non-linguistic problems. There were three difficulties related to linguistic problems. They were lack of vocabulary, lack of grammar knowledge, and poor pronunciation (see Arifin and Rois, 2017; Suprihatin and Misrohawati, 2021, Jannah and Munifah, 2021). While, the nine difficulties dealt with non-linguistic problems were, not being brave to speak, not being confident to speak, being afraid of speaking, being afraid of making errors, being afraid of being mocked by friends, being nervous to speak, not used to talking in class, difficult to express words or sentences, and confused how to use appropriate words Aleksandrak (2011).

From Junior High School Madinatul Ulum Ngledok, Tembelang, Jombang who answered the questionnaire, it was found that there

were several kinds of difficulties faced by students in speaking. The problem that most respondents feel is: the lack of supporting media so that students are more enthusiastic in learning speaking, so that students feel less interested in learning speaking.

From the results of observations, the obstacle is the lack of learning media in English courses. The students are only provided with textbooks as their learning material. Researcher assumed that the use of book as a visual media is less effective for teaching pronunciation because in the speaking course there are several sub-chapters that require audio media as a means of delivering material such as, vowel, consonant, intonation, etc. Media is "a means of giving stimulant for students so that the learning process occurs" (Susilana and Riyana, 2009). The role of multimedia in the present era is a promising factor in a success of learning. At this era of globalization, teachers must understand technological advances in order not to lagging behind of information from students. Teachers must be able to act themselves as a facilitator for students, especially in the use of various sources of learning. Those way students will receive teaching material with the media more effective and efficient (Lestari, 2015). Therefore, the researcher wants to make a learning media using ICT.

The first research was conducted by Syhadati (2016) who investigated the use of talk-show video as a reflective practice to improve students' vocabulary in English speaking skill. The method used is class action research. This research has two objectives, namely: identity whether and to what extent talk show video as a reflective practice improved students' vocabulary in speaking skill and describe classroom climate when talk show video as a reflective practice was applied in the speaking class. The research findings

showed that talk show video in teaching and learning English could improve the students' vocabulary in speaking skill and the classroom climate. Video could stimulate and motivate students' interesting in improving their vocabulary in speaking class. As a result, talk show video is suitable for supporting and improving students' speaking skill, it has important role in teaching and learning process.

The first research was conducted by Pramerta (2018) who investigated interactive video as English teaching materials for speaking. The process of learning English in SMP N 2 Penebel class VII C showed that students experienced obstacles in speaking. It could be seen from result of observation, interview, and pre-test. It was 2.70 which is categorized below the passing grade minimum criteria: 3.0. Researcher indicated that it was because they seemed to be having lack of motivation in the English learning process. The use of interactive video in learning is necessary in order to improve students' motivation in speaking. Action research design was accommodated to help their problems. The researcher offered three kinds of tests. The result of pre-test was 2.70. After pre-test, the researcher went into cycle 1 which succeeded in improving their speaking from 2.70 to 2.96. In cycle 2, there was improvement up to 3.31. The use of interactive video gave positive responses to the students. As the result, their speaking could be improved.

Idayani and Sailun (2017) identified the roles integrating Information Communication Technology (ICT) in teaching speaking (at the first semester of English students of FKIPM UIR). By using descriptive method, this research has a result the researchers have found that the use of Information Communication Technology (ICT) increases

students' motivation and their speaking performances. It also has great impact on students learning's effectiveness.

Based on the description above, researcher wants to develop Video as Learning Media for seventh grade students of Junior High School Madinatul Ulum Ngledok, Jombang in English learning.

METHOD

In this research, researcher used Research and Development (R&D) method. By using this method, this research aims to develop "Interactive Learning Media" for seven grade students of Junior High School Madinatul Ulum Jombang. Researcher used ADDIE (Analysis, Design, Development and Implementation, Evaluation) as the development model for this learning media.

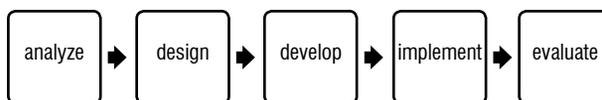


Figure 1: ADDIE Model

RESULT AND DISCUSSION

The Result of Need Analysis

The first step of the ADDIE model is analysis. The analysis in this study focuses on the seventh grade students of junior high school. The reason the researcher chose the eighth grade students of junior high school was because they were in a transition period from class sixth to class seventh. In this phase, they may easily get bored with conventional teaching and learning methods. Therefore, they need interesting and innovative learning media so that they can get the material clearly and pleasantly.

At this stage, the researcher conducted a need analysis on students. Data collection techniques at this stage that was used were interviews and questionnaires. From the

questionnaires that have been conducted, the researcher got 13 respondents. In calculating the results, the researcher used a Likert's scale calculation as follows:

Table 1: Index criteria

Percentage	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0% - 20%	Very Poor

The results at this stage showed that the average percentage of assessment was 87,6%. So, based on the results of this study, it can be concluded that the application of English speaking learning media was suitable for helping class seventh students. The purpose of the need analysis was to obtain data on student. The data from the results of the need analysis obtained were then used as a reference for designing the product storyboard. This observation showed that students needed creative learning so that students were interested in participating in learning activities. The purpose of making this product was to make it easier for teachers and students to convey and receive material well.

Design Phase

The second step of the ADDIE model is design. Design decides study objectives and creates materials for interactive learning media. In this study, the researcher developed a product containing material for the 1st semester of class seventh junior high school in the form of English learning.

The products developed are made with VideoScribe, Plotagon, and also Filmora 9 software and can then be viewed in android or PC applications. Furthermore, the design

stage is carried out by determining the materials needed. The material used in this learning media is in accordance with the 2013 Curriculum syllabus for the 1st semester of class seventh junior high school, namely the greeting material.

The results of the need analysis carried out at the beginning of the data obtained, was used as a reference for making product storyboards. The storyboard was an initial description of the product to be developed.

Development Phase

After the researcher finished design interactive learning media, the researcher carried out validation process by involving two experts; those were material and media expert. Then the researcher asked the suggestions from media expert and material expert to make this product to be better.

The expert in this part was Mr. Rohmat Hidayat, M.Pd as a lecturer of English education department at K.H A. Wahab Hasbulloh University. The instrument of material validation that used by researcher was validation sheet. The results of material validation were as follow:

Table 2: Material validation

No	Assessment Aspect	Score
Material Quality		
1	There is no deviant aspect of the indicator	4
2	Clarity of content (Including SK, KD, indicator)	4
3	Content description	4
4	Clarity of included examples	4
5	Coverage of included examples	4
Language Quality		
6	Clarity of language used	4

7	Compatibility of the language with the targeted user	5
Exercise Quality		
8	Exercise compatibility with the competence	5
9	Balance between exercise and theory	4
10	Series of exercise presented	5
Compatibility of the content with learning demands		
11	Encourage learners' curiosity	4
12	Encourage learners' interaction	4
13	Encourage learners' self-build knowledge	5
14	Encourage learners to self-study	5
Total		61

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total Score}}{\text{Max Score}} \times 100\% \\
 &= \frac{61}{70} \times 100\% \\
 &= 87,14\%
 \end{aligned}$$

From the calculation above, it can be concluded that the material in the media was quite good. Even so, the expert still provided suggestions for revising some parts. Experts suggested paying more attention to writing systematics including: 1) writing capital letters, 2) writing periods and commas. In addition, the expert also suggested paying attention to the clarification of each chapter, namely: 1) providing distance between the chapters described, 2) equating the writing of each word with the audio sound. Below was the before and after the revised product:



Figure 2: Cover before revision



Figure 3: Cover after revision

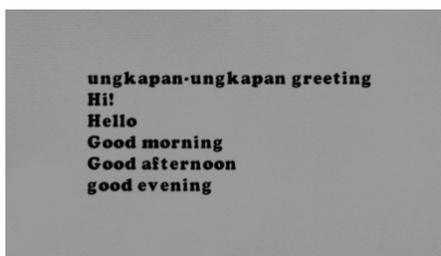


Figure 4: Materials before revision

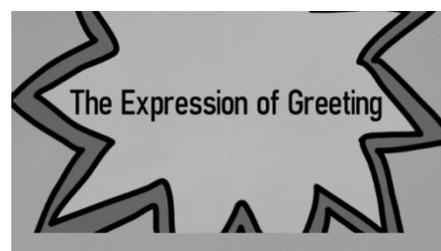


Figure 5: Materials after revision

The expert of this media expert is Mr. Sujono, M. Kom as an IT lecturer. The media validation used by researcher to evaluate interactive learning media is in the form of a questionnaire. The results of media validation were as follows:

Table 3: The result of media validation

No	Assessment Aspect	Score
General quality		
1	Congruency of media and material	4
2	Sound quality and presented media	3
Language quality		
3	Texts, figure and animation layout	4
4	Font size suitability	4
5	Background compatibility	4
Media presentation		
6	Interesting media layout	4
7	Interesting media presentation	4
8	Existence of media title/caption	4
9	Encourage learners to self-study	4
Total		35

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total Score}}{\text{Max Score}} \times 100\% \\
 &= \frac{35}{45} \times 100\% \\
 &= 77,77\%
 \end{aligned}$$

From the calculation above, it could be concluded that the media was quite good. Even so, the expert still provided suggestions for revising some parts. The expert suggested slowing down the tempo of the video. Here were the products before and after the revision:



Figure 6: Video before revision

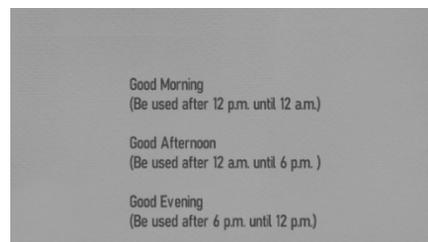


Figure 7: Video before revision



Figure 8: Video after revision



Figure 9: Video after revision

Implementation Phase

The fourth step in the ADDIE model is implementation. After the learning media is completed through the validation process, then the media is tested on the object chosen by the researcher. In this process, the researcher tested the product on the subject by providing an explanation of the material and giving a mini quiz that already existed on the product. After that, the researcher gave several questions in the form of a questionnaire to students which aimed to find out how effective the product developed by the researcher was. The results

of the questionnaire are used as a reference for correcting product deficiencies. So the product can be better. Researcher conducted product trials to 13 students of class seventh junior high school Ngledok, Tembelang, Jombang.

Researcher used laptops and smart-phones to apply the product. The researcher implemented the product by explaining how to use the product and explaining the ingredients contained in the product. Then, the researcher tested the students by using the mini quiz provided in the product. After that, the researcher gave a questionnaire to find out how feasible the product was for the learning process.

The results of the questionnaire were used as a reference for product improvement, so that the product could be better. Responses were calculated using a Likert’s scale. From the results of the student response questionnaire, the researcher obtained the following data:

Table 4: Students responses

Student	Questions										Score
	1	2	3	4	5	6	7	8	9	10	
1	4	4	4	4	4	3	3	4	4	5	39
2	4	4	3	4	5	3	4	5	4	5	41
3	4	4	4	4	5	4	4	4	4	4	41
4	4	5	4	4	5	4	4	4	4	4	42
5	4	4	5	3	4	4	5	4	4	5	42
6	4	5	5	5	4	4	5	4	4	5	45
7	4	4	3	3	4	3	4	3	4	4	36
8	4	5	5	5	5	4	5	5	5	5	48
9	4	5	5	5	5	4	5	5	5	5	48
10	5	4	5	5	5	4	5	5	5	5	48
11	5	4	5	5	5	4	4	5	5	5	47
12	5	5	4	4	5	5	4	5	5	5	47
13	4	5	4	4	5	5	4	5	5	5	46
Total Score											570

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total Score}}{\text{Max Score}} \times 100\% \\
 &= \frac{570}{65} \times 100\% \\
 &= 87,6\%
 \end{aligned}$$

Based on the table above, the result of trial learning media obtained the total score 570 and the percentage 87,6%, it meant that the product is in very good category. So, the researcher concluded that the students enjoyed and interested in learning media.

The Result of Evaluation

In this section, the researcher discussed an explanation of how the product could help seventh graders of junior high school in learning English. From the data obtained through a student response questionnaire, it showed that the product was suitable to be used as a supporting medium for learning English for seventh grade students of junior high school. Even though, according to the results of data analysis that have been presented by the researcher, the development of interactive learning media had the strength and weakness. The following were explanation of strength of interactive learning media: (a) the media can help the teachers to make learning activity to be more interesting, (b) through this media the students feel have fun to use interactive learning media when learning activity, (c) the media help the students to make it easier to understand the material, (d) this media help the students to improve speaking skill through exercises that provided in this product, and (e) this product can also be viewed through laptops and smartphones, so that it is easier for students who do not have laptops but can still see them through their smartphones.

Below are some screenshot from the final product:



Figure 10: The display of cover

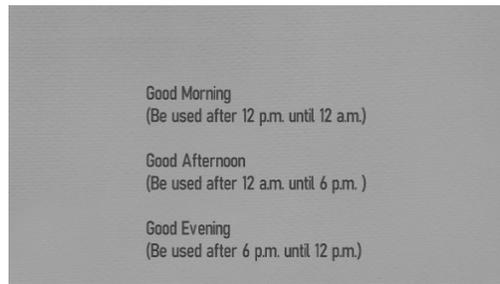


Figure 15: The display of material



Figure 11: Display of discussed topic



Figure 16: The display of example

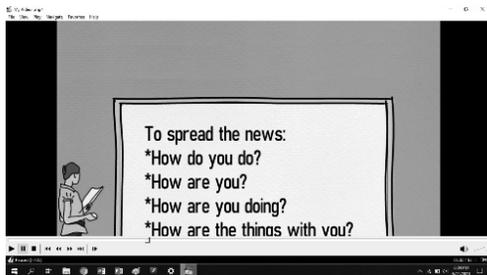


Figure 12: The display of material

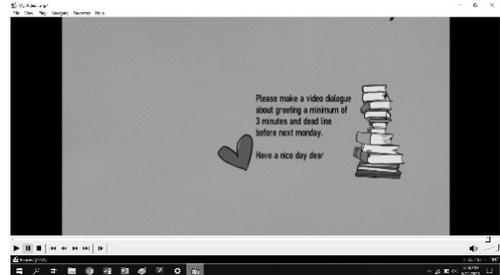


Figure 17: Display of exercise



Figure 13: The display of discussed topic



Figure 14: The display of material

CONCLUSION

This research produces a product, namely interactive learning media for seventh grade of Junior High School. Interactive Learning Media is a video-based learning media. The product of this research went through two validations, namely material validation and media validation. For material validation, it is assessed by a material expert, namely an English lecturer majoring in English education. Meanwhile, media validation is assessed by information and technology experts. This product research has a feasibility level, namely getting a total score of 87 for material validation and getting a total value of 77 for media validation. From the scores

obtained, we can conclude that the product is included in a fairly good category and can be declared suitable for use as a learning medium, especially for seventh grade student.

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