

EMPOWERING SPEAKING SKILLS THROUGH *SPARKOL VIDEO SCRIBE*: A CASE OF SMA STUDENTS

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Abstract

The objectives of this study were to find out whether or not there was a significant improvement in speaking skills by using *Sparkol Video Scribe* with Zoom Application and whether or not there was a significant difference in speaking skills between the tenth-grade students who were taught by using *Sparkol Video Scribe* with Zoom Application and those who were not. This research used a quasi-experimental design. The population of this study was the tenth grade of SMA LTI IGM Palembang. The paired sample t-test and independent sample t-test were used to analyze the hypotheses. The results showed that the students' speaking skills of recount text were significantly improved after they were taught by using *Sparkol Video Scribe*, and there was a significant difference in speaking skills of recount text to the tenth-grade students who were taught by using *Sparkol Video Scribe* with zoom application and those who were not.

Kata kunci: *empowering, Sparkol Video Scribe, speaking, skill*

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Introduction

In Indonesia, many students still have problems speaking. Akhyak and Indramawan (2013) state that Indonesian students were still at a low level of speaking competence. ICT is one way to improve students' speaking skills. Using Information and Communication Technology (ICT) in English language teaching could benefit the development of English language learning. According to Dunwill (2016), education 4.0 is defined as the use of technology in the teaching and learning contexts because ICT tools as teaching media in this era 4.0 in the education world utilize digital technology and assist to create a good learning atmosphere for the students in practice their speaking skill.

According to Dianti and Atmanegara (2018), by applying ICT in the classroom, the learning process becomes student-centered learning.

Moreover, many students today have a great interest in ICT. They can be referred to as techno geeks or a term for a technology enthusiast since it is a part of their daily life because they grow up with technology. By using ICT tools, students have to be motivated to study and also more active in the learning process.

Moreover, ICT-based learning can exchange information, gain knowledge and improve the quality of education during the pandemic Covid-19. The use of ICT is effective due to saving time and money and use to communicate in the learning process (Al-Ansi, Garad, Al-Ansi, 2021).

One of the ICT tools to develop the students' speaking skills is *Sparkol Video Scribe*. *Sparkol Video Scribe* is a software that can be used to make animation design with a white background. This software was developed in 2012 by *Sparkol Company*. *Sparkol Video Scribe* could

be an alternative media for any English teacher to teach speaking in a different way in order to improve students' speaking skills and to make the teaching process more innovative and creative.

Furthermore, according to Dellyardianzah (2017), Sparkol Video Scribe could increase students learning outcomes (Hakim, 2017). In other words, Sparkol Video Scribe could improve the student's speaking skills and their motivation (Alif, et al., 2009; Maulina, 2019). Both results reveal that the use of Sparkol Video Scribe makes students' better-speaking aspects and could stimulate the students more motivated and focused on the *Sparkol Video Scribe* with the appropriate sound with the given material.

The researchers would like to use *Sparkol Video Scribe* to teach speaking skills in recount text which is in the curriculum K-13 of the tenth grade for the second year about recount text. Moreover, the use of *Sparkol Video Scribe* as learning media improves the students' speaking skills. The objectives of the speaking skill of recount text were to retell events or experiences in the past. Its purpose is either to inform or to entertain the readers.

Based on the preliminary study at SMA *Lifeskill* Teknologi Informatika Indo Global Mandiri Palembang, it was found that the students' speaking skills were still low because of shyness, nervousness, and afraidness when they practiced speaking English with English dialogue in front of the class and monologue in which a conversation between two or more students.

Based on the explanation above, the researchers would like to conduct research by using *Sparkol Video Scribe* to improve the students' speaking skills of recount text. This study used Sparkol Video Scribe to teach speaking skills through the zoom application because of

the pandemic COVID-19 in Indonesia, especially in Palembang.

The objectives of this study were to find out whether or not there was a significant improvement in speaking skills by using *Sparkol Video Scribe* with *Zoom Application* and whether or not there was a significant difference in speaking skills between the tenth-grade students who were taught by using *Sparkol Video Scribe* with *Zoom Application* and those who were not

Sparkol Video Scribe

According to Maulina (2019), *Sparkol Video Scribe* is software that can be used to make animation design with a white background. In other words, whiteboard animation is not difficult because Sparkol Video Scribe is a multifunctional software that can be used in various ways and purposes.

Lindsay (2015, p. 83), *Sparkol Video Scribe* is one of the media which is to help untrained students how to make eye-catching videos and record the students' sounds well. It implies that Sparkol Video Scribe can offer assistance to individuals on how to create an interesting video and stimulate the students more curious to design the video. In other words, *Sparkol Video Scribe* is one of the video shapes, which has digitally a whiteboard consisting of hand drawings, case drawings, or the board for composing that can be displayed in words, cartoons, and picture frames. Consequently, the students make their own whiteboard-style animation videos without any design (Cole, 2016).

Furthermore, according to Vanghan (2004, p.2), the features of Sparkol Video Scribe are as follows:

- a. Animation: it is the rapid display of a sequence of images of 2D or 3D artwork or model positions in order to create an illusion of movement. In other words, it ranges scopes from

- the basic graph with a simple motion to detailed images with complex movement assisted by the use of animations, teachers, could highlight key knowledge points and students' motivation.
- b. Sound: it is speech, music, or any other sound that is stored and produced by computers. It has more advantages than a tape recorder. In multimedia, a teacher could use more vivid to help students' English learning.
 - c. Video: it is the visible part of television transmission and broadcasts visual images of stationary or moving objects. Compared with animation, video can offer more vivid information. But it will consume more storage space than animation.

In using *Sparkol Video Scribe*, the teacher can produce their animation design for students as learning media in the class and thus making teachers more creative and innovative to develop learning media with their own idea. Based on Maulina's study (2019) *Sparkol Video Scribe* is a learning media to easier for a teacher in English study especially in speaking skills because the symbols such as words, sentences with pictures and visuals will help the recipients easily. The use of *Sparkol Video Scribe* in the classroom can be an effective way to improve the learning experience because this media can be used as a sparkling discussion, providing real-life examples, and demonstrating problem-solving.

Nowadays, *Sparkol Video Scribe* is a great learning media in education to help teachers be able to produce interesting videos for the teaching and learning process.

According to Arsyad (2006, p. 154-155), the steps how to implement the *Sparkol Video Scribe* are as follows:

1. Organizing students

The teacher organizes the students by dividing them into groups and then the teacher gives the task related to topics discussed for each group.

2. Presenting learning materials with media *Sparkol Video Scribe*

The teacher shows the video containing the chosen material and then students are directed to follow instructions on how to create the video.

3. Analyzing the material given

Teachers help students how to ask questions related to the video and help them understand the material through student activity.

4. Evaluate the material

The teacher helps students to reflect on or evaluate their activities and learning processes.

Before giving the *Sparkol Video Scribe*, the teacher could know the features and functions of *Sparkol Video Scribe*, according to Arsyad (2006, p. 154-155) the features and functions of *Sparkol Video Scribe* in learning skills are as follows:

- a. Present concepts and ideas one at a time.
- b. Use the display area on the screen for specific purposes to convey the message of the subject matter. One picture that is displayed on the screen may need to remain projected onto the screen when is needed the visual to be emphasized in order to students understand the message contained in the visual.
- c. Choose a slide that is of good technical and aesthetic quality.
- d. Choose the music that can touch feelings for presentation.
- e. Use original sound effects to give shadow realism in the presentation.

Methods

In this study, the researchers used a quasi-experimental design. The researcher gave the pretest, treatment, and posttest. It presents the significant

influence of Sparkol Video Scribe on the students' speaking skills. According to Cresswell (2014, p. 172), a quasi-experimental design has both experimental group (A) and control group (B), but without random assignment of subjects to treatment groups. This research took two groups, one group as an experimental group which was taught by using Sparkol Video Scribe as learning media, and the other group as a control group which was taught by using the lecturing method or no treatment.

In this research, both the experimental and control group gave a pre-test before treatment. At the end of the study, the researchers gave a post-test for two groups to assess the improvement between the two groups. The experimental group was given a treatment while the control group was not given a treatment. The score of the post-test becomes the data for analysis.

The researchers measured the normality of the pretest and post-test in the experimental group by using One-Sample Kolmogorov-Smirnov Test. The normality result of the pre-test was 0.230 and the post-test was 0.146. Since the result, sig.2-tailed pretest (0.076) and posttest (0.200) was higher than the alpha value (0.05), the data obtained were considered normal.

Meanwhile, the normality of the control group showed that the result of the pre-test was 0.113 and the post-test was 0.266. Since the result, sig.2-tailed pre-test (0.200) and post-test (0.067) was higher than the alpha value (0.05), the data obtained were considered normal.

The researchers measured the homogeneity of the pre-test in the experimental and control groups by using Levene Test. The Levene statistic test showed that the significance value of the post-test score of the experimental and control group was

0.476. It means that the data were homogeneous since the significance value (0.476) and it was higher than the alpha value (0.05).

The researchers measured the homogeneity of the post-test in the experimental and control group by using Levene Test. The Levene statistic test showed that the significance value of the post-test score of the experimental and control group was 0.425. It means that the data were homogeneous since the significance value (0.518) and it was higher than alpha value (0.05).

Findings and Discussion

The Result of Independent Sample T-test

The result of paired sample t-test in experimental group showed that the value of t_{obtained} was 12.512 at the significance level 0.000 with degree of freedom was 21. Since the t_{obtained} (12.512) was higher than t_{table} (2.0860) and the significance level (0.000) was lower alpha value (0.05), it was assumed that there was a significant improvement of students' speaking skill after they were taught by using Sparkol Video Scribe

Table 1. Summary of Independent sample t-test

Group	Mean difference	t-obtained	df	Sig. (2-tailed)
Experimental	75/90	3.527	42	0.000
Control	70.78			

The result of paired sample t-test in the control group showed that the value of t_{obtained} was 12.522 at the significance level 0.000 with a degree of freedom was 22. Since the t_{obtained} (12.522) was higher than the t_{table} (2.0739) and the significance level (0.000) was lower than the alpha value (0.05), it can be assumed that the students' speaking skill of the control group also significant improvement

after given the treatment (lecturing method).

The Result of the Independent Sample T-test

The post-test result from the independent sample t-test showed that the value of t-obtained was 3.257. The significance level was 0.000 with a degree of freedom was 42. As the t-obtained (3.257) was higher than the t-table (2.0181) and the significance level was lower than the alpha value (0.05), it can be stated that the null hypothesis (H_{02}) was rejected and the alternative hypothesis (H_{a2}) was accepted. Therefore, there was a significant difference in speaking skills between the students who were taught by using Sparkol Video Scribe and those who were not.

Based on the result of this study, the students who were taught by implementing Sparkol Video Scribe as learning media got better achievement scores than students who were not taught by using Sparkol Video Scribe during the learning process. It was inferred that Sparkol Video Scribe as a media was more effective to use in increasing speaking skills in recount text. It is supported by Maulina's study (2019) showed that students' speaking skill was improved especially in grammar and students' interest in using Sparkol Video Scribe. It implies that this media encouraged students how to present their tasks fluently and accurately and fewer mistakes in arranging the sentences. It is in line with Alif, et al (2009), the use of *Sparkol Video Scribe* could students' speaking skills and grammar in superlative adjectives simultaneously. In other words, the aspects of speaking skills were improved because of *Sparkol Video Scribe*.

Furthermore, the students' speaking skills could be improved significantly. The students' speaking

skill was more fluency, well pronunciation and easily expressing their ideas. Aryuntini, et al (2018) affirms that the design of Sparkol Video Scribe can enhance students' speaking skills by engaging students in the discussion about a topic given and allowing them to share their thoughts and interact with their peers. Moreover, it can motivate and explore their imagination more creatively in order to increase their speaking skill because of having meaningful and enjoyable teaching media. Sparkol Video Scribe is to help students more focus during learning activities. Furthermore, Sparkol Video Scribe is a media learning to help the students how to design videos related to the material given due to media is easy to use and records their sound more clearly. In other words, Sparkol Video Scribe can assist individuals how to create interesting videos and to stimulate the students more curious to design the video (Lindsay, 2015, p. 83). Thus, Sparkol Video Scribe could become significant learning media to improve students' speaking skills in recount text.

Conclusion

This study concluded that *Sparkol Video Scribe* was a learning media that the students in the experimental group had higher progress than in the control group. It was assumed that the use of *Sparkol Video Scribe* could be successful in assisting students' speaking skills more effectively.

Based on the result of the study, some suggestions are given to the teachers of English and the students. The students should be creative using *Sparkol Video Scribe* as their media to learn and practice speaking skills. The students are suggested to use ICT tools as learning media of approaches to express their idea in form of a

monologue. For the teachers, the use of media more frequently can be more creative to utilize the use of ICT in the classroom especially by using *Sparkol Video Scribe* to improve their students' speaking skills. An institution is expected to use the existing facilities and infrastructure at school, especially in the classroom. Thus, the learning process takes place optimally and gives opportunities for the teachers to train in various teaching methods and strategies to improve human resource competence. For further research, the use of sparkol video scribe could be implemented for any level of students in order to gain their language skills.

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