

**THE USE OF SPARKOL VIDEOSCRIBE TO INCREASE STUDENTS'
INTEREST IN STUDYING ENGLISH FOR THE XII GRADERS OF
KOMPUTER JARINGAN DEPARTMENT
SMK NEGERI 2 WONOSARI ACADEMIC YEAR 2016 / 2017**

Purwanti, M.Pd.BI
SMK Negeri 2 Wonosari

ABSTRACT

This research is aimed to find out the effects of using Sparkol Videoscribe in English teaching and learning: (1) to find out whether the English class will be more interesting and enjoyable by using the application, (2) to find out whether this application can increase students' interest in studying English, and (3) to find out whether students' achievement can be increased through the usage of this application in the class.

This research is a classroom action research which consists of 3 cycles. The instruments used are questioners, interview, and questions for pre-test and post-test. The research was conducted in SMK N 2 Wonosari with 16 students of *Komputer Jaringan* Department (KJ) as the subjects. Students' interest and students' achievement are the objects to be analyzed. This research was held on the fifth semester of 2016/2017, on August to October, 2016.

The result shows that: 1) English teaching and learning becomes more interesting and enjoyable with the use of sparkol

videoscribe; 2) sparkol videoscribe can be used to increase students' interest to study English; and 3) students' achievement can be increased with the use of sparkol videoscribe. The use of sparkol videoscribe can also give significant increase to the students' cognitive achievement. From the data, it is found that on topic of *attention*, students' average score is increased from 50.89 to 95.63; on the topic of *application letters*, it is increased from 44.92 to 88.13; meanwhile on the topic of *caption*, it is increased from 62.5 to 93.75. This shows a significant result on students' cognitive achievement.

Keywords: sparkol videoscribe, students' interest, students' achievement, language teaching and learning

INTRODUCTION

One of the problem faced by students, especially those who study in Vocational High School, is the student ability in using English as a means of communication, both spoken and written. Yet, in the newest curriculum (2013 curriculum / national curriculum), all students are hoped to be able to understand and use English both in spoken and written. They have to be able to comprehend it in listening and reading, and also actively use in speaking and writing.

This problem is also found in most students of Vocational School 2 Wonosari, Gunungkidul. As everybody knows, English is a foreign language which not been used daily by the student.

Therefore, most of them are having problems in using the language both in spoken and written. There are some reasons behind the learning problem, for example are lack of vocabularies, lack of self confident in practicing the language daily, less interest in learning the language, lack of self motivation, and also the way how the teacher teaches and explains the topic and learning material found boring to students.

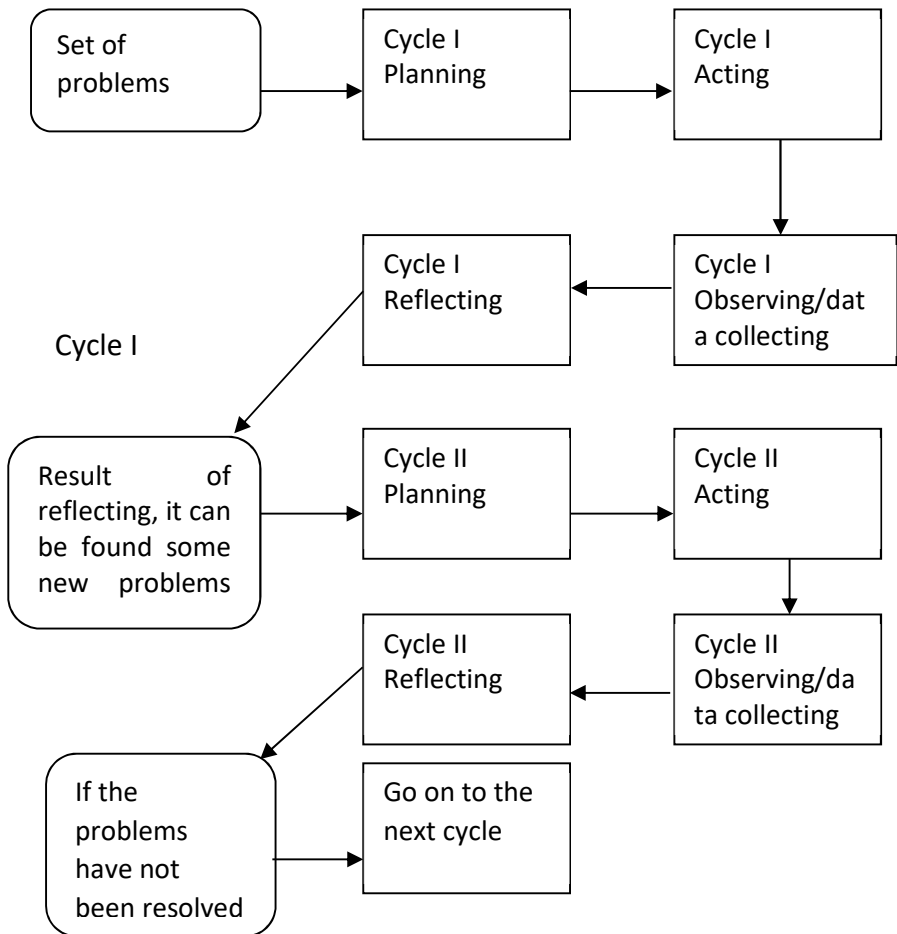
Not only those problems faced by the students. As people know that today is a digital era, in which all students are not only hoped to be able to communicate in English fluently, but also are hoped to be able to comprehend digital technology related to knowledge and skills on their own. It has been teachers' responsibilities as guides and facilitators for them. It is important to develop a new classroom situation, on which students are introduced or facilitated with the use of technology, even in a very simple technology. It is aimed for the student to get used with technology. In other words, teachers should increase the technology-literacy.

Based on the background, the researcher tried to develop a classroom situation with the use of an application, named Sparkol Videoscribe. Through this application, it is hoped that English class for the XII students of KJ Department will be more interesting and enjoyable, so that they will be more interested to study English and their cognitive achievement can be increased.

METHODOLOGY

This research was a classroom action research conducted in SMK Negeri 2 Wonosari with 16 students of XII KJ as subjects. Students' interest and students' cognitive achievement are placed as the objects. This research is done on the fifth semester in 2016/2017, on August to October 2016.

Generally, the procedures in a classroom action research are divided into 4 stages for each cycle, including: planning, acting, observing, and reflecting. It can be illustrated through this picture (Warso, 2015:17).



Picture 1. Cycles of a classroom action research

This research used data of pre-test and post test, interview, observation, and questionnaires. The interviews were

recorded and then written in the form of interview script. The observation sheet is filled in by the researcher during the class; meanwhile the questionnaires are filled in by the students.

The data gathered are analyzed to find out the effects of using sparkolvideoscribe to students' interest and cognitive achievement. The data are analyzed by comparing first result to the final result after doing the action stages. If it is found that students' interest and cognitive achievement are increased, it means that it is succeed. On the contrary, if students' interest and cognitive achievement are decreased, there must be another action to be taken on the next cycle.

FINDINGS AND DISCUSSION

First cycle was conducted on August 23 to September 3, 2016. In this cycle, students are asked to make a group consists of two students. Topic to be discussed was *asking for attention*.

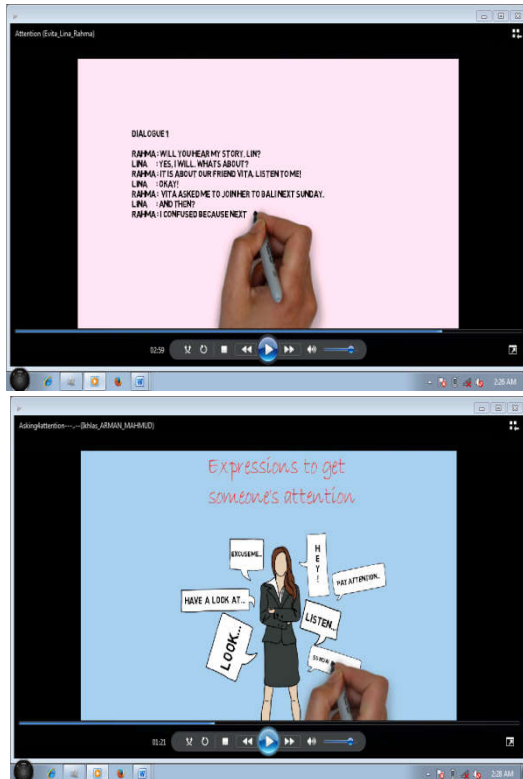
First, students were asked to find out all about the topic in a group. Then, they had to write it in form of videoscribe, which would be presented in front of the class and got feedback from other friends and teacher. In this process, it's based on 2013 curriculum on which students applied *discovery learning* in form of cooperative learning. They were trying to find out what *asking for attention* is, found out the examples, and tried to make example expressions, which were developed in form of videoscribe. It was not only cognitive achievement developed

through this activity, but also students' skills to cooperate with others were trained through this process.

In this first cycle all students not understand about sparkolvideoscribe, therefore the researcher delivered an explanation first about how to install and how to use the application. Then, students tried to use it by clicking some icons found to know what the functions of the icons were and how to use them. Based on the researcher's observation, all seemed to be interested and had highly enthusiasm in trying this application.

After all students understand how to use the application, then they started to use it to create a presentation about *asking for attention*. Through this, besides creating a new English media, they also learnt the topic in a different way. They did not only watch a material through a slide or video, but they made the video themselves.

In the next session, each group was asked to present their videoscribe project in front of the class. The followings are screenshots of the examples.



Picture 2. Screenshots of videoscribe examples

Those videoscribe made by students then being scored with the criteria and scores as follow.

N o.	Groups	Members	Matte r	Gram mar	Lay out	Tota l	Score s
1	Group 1	Angga, M. Nur, Aditya	3	3	3	9	75.00
2	Group 2	Nurul, Dandi	4	3	2	9	75.00

3	Group 3	Yaffida, Syahrul	3	3	2	8	66.67
4	Group 4	Ikhlas, Arman, Mahmud	4	3	4	11	91.67
5	Group 5	Evita, Lina, Rahma	3	3	4	10	83.33
6	Group 6	Ismail, Andyka, Satria	3	3	2	8	66.67

Table 1. Rubric scores of *videoscribe attention*

To reinforce students' understanding and skills about the topic, the teacher/the researcher gave a task to make a video related to the topic. From all videos gathered, it was found that all students were skillfull in the topic of *asking for attention*. From the score results toward the video, it was found that the average scores was 94,53 with no students' scores below the minimum criteria.

From the reflecting stage of cycle I, all the XII KJ students stated that the use of sparkolvideoscribe made the English class more interesting, it was not boring, and it could motivate students more to learn the topic. In this stage, the researcher also asked for students' opinion about the application in English class. It was found that 57% students said that English class was more enjoyable; students could be more creative and innovative by using sparkol. 25% of the students stated that English class was not boring, and the rest stated that they became more interested and courageous to study English. Meanwhile, there

were 6% of the students stated no opinion about this application.

Besides that, from the reflecting stage of cycle I, it was also found that some students were still having problems in searching matter about asking for attention, because the lack of internet bandwidth at home, some of them did not have computer or netbook, and they had many home other assignments. Problems found in the first cycle would be solved in the second cycle.

On this first cycle, some students also suggested to have a communicative presentation on the next cycle. The data can be shown through this diagram.

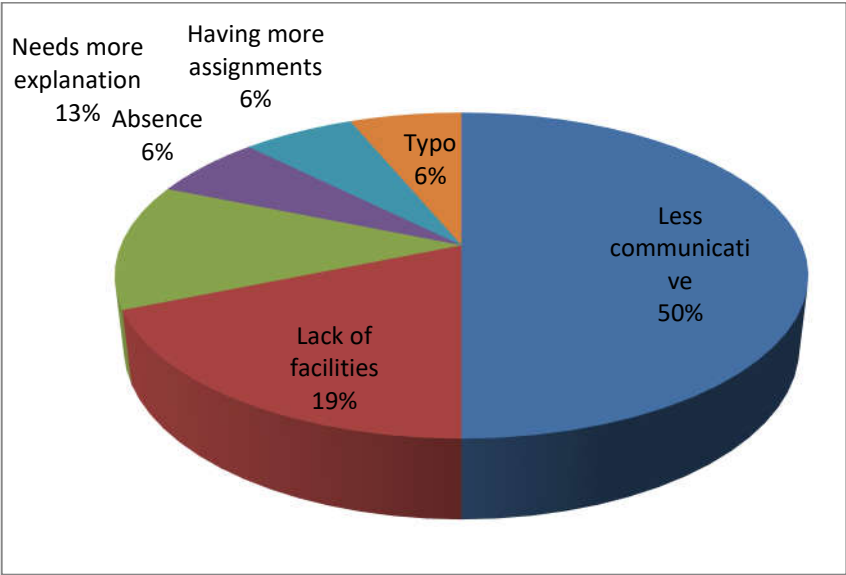
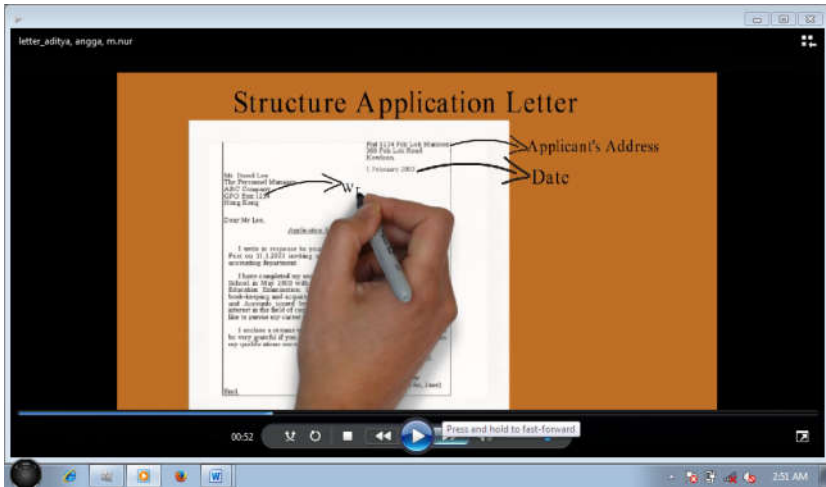


Diagram 1. Problems found in the first cycle

The second cycle was conducted on September 5 to September 10, 2016. In this cycle, students were still divided into some groups. Topic to be discussed was *application letters* and parts of the application letters. The followings are screenshot samples of the videoscribe results.



Picture 3. Screenshot of application letter videoscribe_1



Picture 4.Screenshot of application letter videoscribe_2

The followings are scores of students' assignments in the second cycle.

No.	Groups	Members	Matter	Gram-mar	Lay out	Tot al	Scor es
1	Group 1	Angga, M. Nur, Aditya	3	3	4	10	83.33
2	Group 2	Nurul, Dandi	4	4	4	12	100.00
3	Group 3	Yaffida, Syahrul	4	4	3	11	91.67
4	Group 4	Ikhlas, Arman, Mahmud	4	4	3	11	91.67
5	Group 5	Evita, Lina, Rahma	4	3	4	11	91.67

6	Group 6	Ismail, Andyka, Satria	4	4	4	12	100. 00
---	------------	---------------------------	---	---	---	----	------------

Table 2. Assessment rubric of *application letters videoscribe*

At this second cycle, students were also given home assignment to write an application letter and identify parts of the letter. The results showed that the average score is 88.13. It has already passed the minimum criteria in the class (80).

Again, on the second cycle students stated that English class were more interesting by using this application. Some students also wrote their problems during process of making videoscribe, especially related to lay out, content, and the use of English to present the result in front of the class. These problems can be seen on the following diagram.

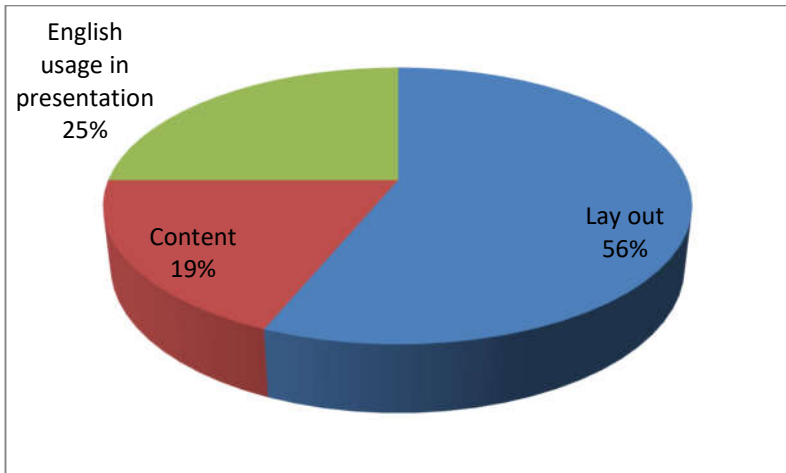
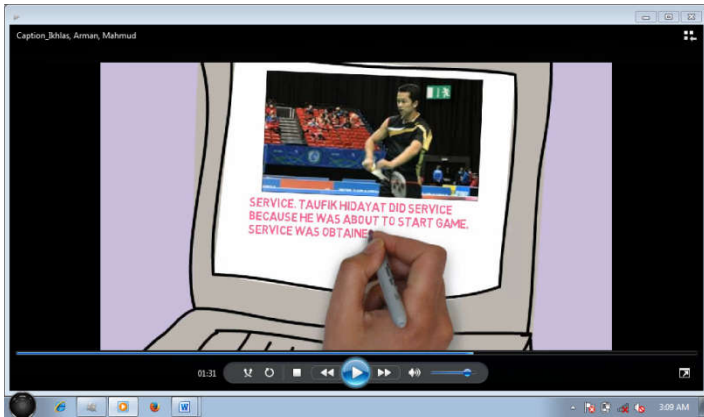


Diagram 2. Problems found in second cycle

From the diagram, it is found that 56% students had a problem in lay out design. They stated that they had difficulties in creating and matching font size and the pictures and also moving pictures for every slide. Meanwhile 25% of them had difficulties in searching contents to be written into videoscribe.

The third cycle was conducted on September 13 to September 20, 2016. In this cycle, all students still worked in a group. The topic learned was caption. The followings are example of their works.



Picture 5. An example of caption videoscribe

Students' projects in the third cycle were scored as follows.

N o.	Grou p	Members	Matt er	Gram mar	Lay out	Tot al	Scor es
1	Grou p 1	Angga, M. Nur, Aditya	4	4	4	12	100.00
2	Grou p 2	Nurul, Dandi	4	4	4	12	100.00
3	Grou p 3	Yaffida, Syahrul	4	3	3	10	83.33
4	Grou p 4	Ikhlas, Arman, Mahmud	4	4	4	12	100.00
5	Grou p 5	Evita, Lina, Rahma	4	4	4	12	100.00
6	Grou p 6	Ismail, Andyka, Satria	4	4	4	12	100.00

Table 3. Assessment rubric of *caption videoscribe*

At third cycle they were given individual assignment to make a caption. The results show that the average score was 93.75. nAt the end of third cycle, the researcher distributed some questionnaires and reflection forms to understand more about students’ opinions related to the use of sparkolvideoscribe in English class. From the final questionnaires result, all students stated that they agree with seven indicators mention earlier. There were no disagree or a doubt statement. This was showed that by using sparkolvideoscribe, English class becomes more interesting and enjoyable for students. The data can be seen on the chart below.

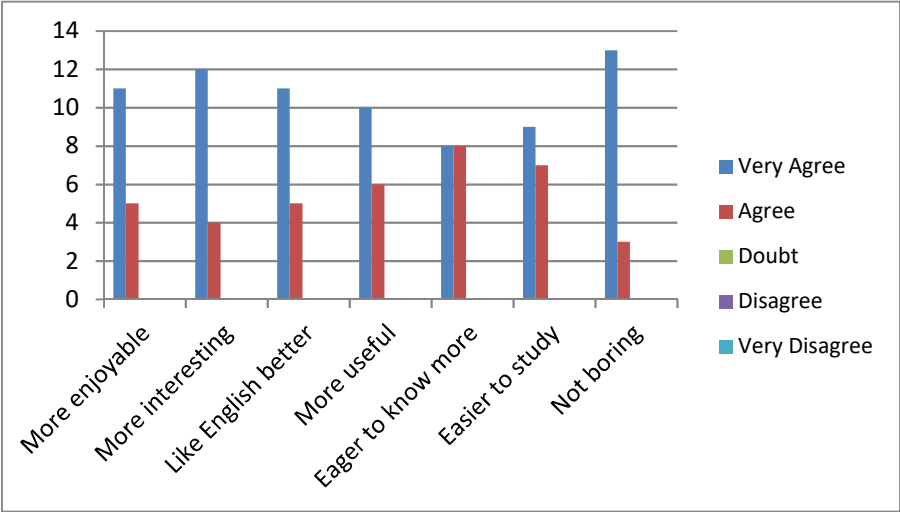


Chart 1. Questionnaires on the third cycle

On the last cycle, some students also stated that more reinforcement is needed, it is important to increase cooperative group work, and the development of the application itself is needed.

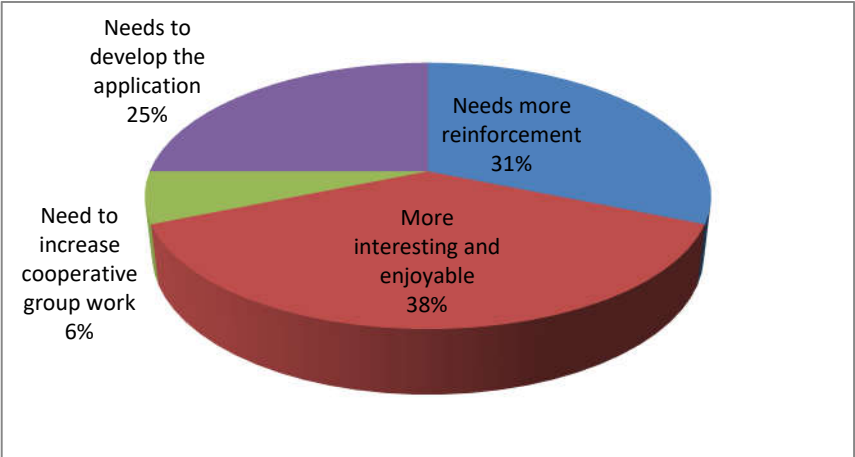


Diagram 3. Reflection of third cycle

From the diagram of the third cycle result, it can be seen that 38% stated it was more interesting and enjoyable, 31% students stated more reinforcement is needed, 25% stated that development of application is needed, and 6% of them stated to increase cooperative group works.

Although from the third cycle it can be seen that students were still having a willingness and interest to develop the application (they were interested to make a further development on the application), this action research had to be

stopped at this cycle because of the limited time of the XII graders.

CONCLUSION AND SUGGESTIONS

From the activities and stages done in cycle I, II, and III it was concluded that the use of sparkol videoscribe could make English class became more interesting and joyful to the students and it could increase students' interests. Besides that, students' cognitive achievement could also be increased, too. The followings are the explanations.

1. English class became more interesting, enjoyable, and students's interests were increased

From the interview, it was found that 38% of students stated that the class became more interesting and enjoyable because of sparkolvideoscribe, the English class was not boring. 31% of the students stated that the use of this application could develop students' creativity in making the learning media. Some stated that through this application, it was more interactive. Students could express themselves, it was suitable with their interest in the subject taken. Then, it was supported by pictures and songs/music. Some also said that this was their first experience in trying the application so they found it interesting and different.

Based on the questionnaires distributed to students, all stated that the use of sparkolvideoscribe could make students became willing to join English class. They were interested than

before. There were some reasons, first, because it was less boring and it used computer technology (software / application) on which it was inline with their department.

2. Students' cognitive achievement were being increased

Based on the interviewed, all students agreed that this application could be used to increase their cognitive achievement. They agreed with some different reasons. Some students said that through this application students could learn about the topic first and continued with the videoscribe and the topic (matter) could be searched through various internet sources so it could enrich their knowledge. Some also said that it was not a monotonous way to study English because they did not need to always listen to teacher's explanation. Furthermore, during the process of making the videoscribe, students could practice peer studying (they could have discussion among others in a group) so that they could learn easily and understand well. Then, some also said that learning through video would be easier than learning through reading a book because they could learn many times as they want while listening to the music background. It would decrease the stressful effects of studying to some students. There was also a student stated that he agreed very much with this method because it suits with the latest national curriculum, on which students are asked to be more active and creative in searching learning sources. Students' opinions about this are shown on the following diagram.

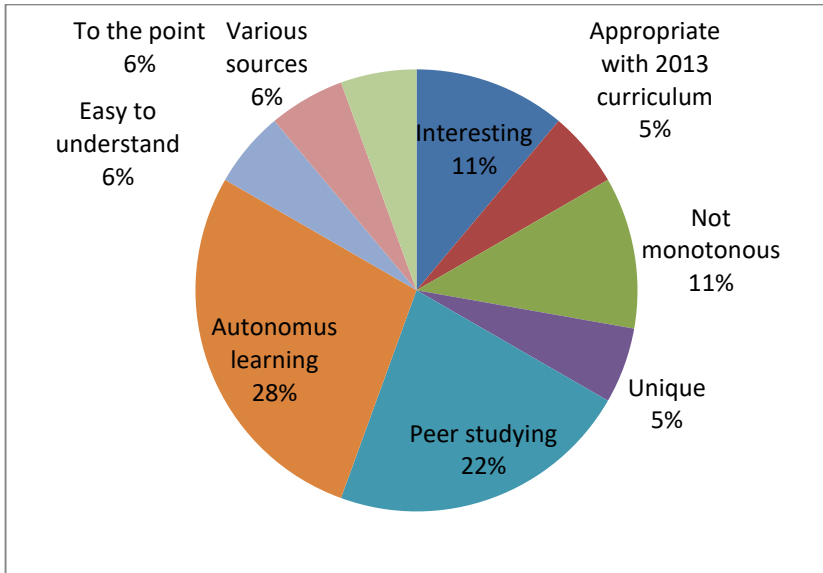


Diagram 4

Students' opinion about the effects of videoscribe towards students' cognitive achievement

The use of sparkolvideoscribe in English class could increase students' cognitive achievement. This statement is supported by pre-test and post test data as follows.

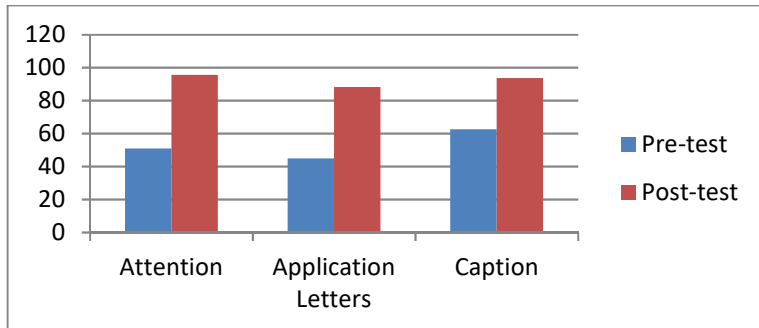


Chart 2. Pre-test and post test comparison for each topic

As reflected in the chart, it is found that in the topic of *attention*, there was a significance increase from the first average 50.89 to 95.63; it was from 44.92 to 88.13 in the topic of *application letters*, and 62.5 to 93.75 in the topic of caption. This shows good result of using sparkolvideoscribe by looking at the first data compared with the final data.

The researcher also tried to compare the final exam result (after students learnt with sparkol) and the previous semester result (without using sparkol). Based on the data taken, the final exam result after using sparkol was higher. The grade was higher than before is because the class was more effective by using sparkol and because of difficulty level of the topic learned can be anticipated at the first time. To find out the answer, a further research is needed. Because of the limited time, the researcher is not able to do the further research. The following chart shows the comparison between the final exam and the

previous exam without sparkolvideoscribe. The chart shows that there is an increase of the average score from 79.25 to 95.50.

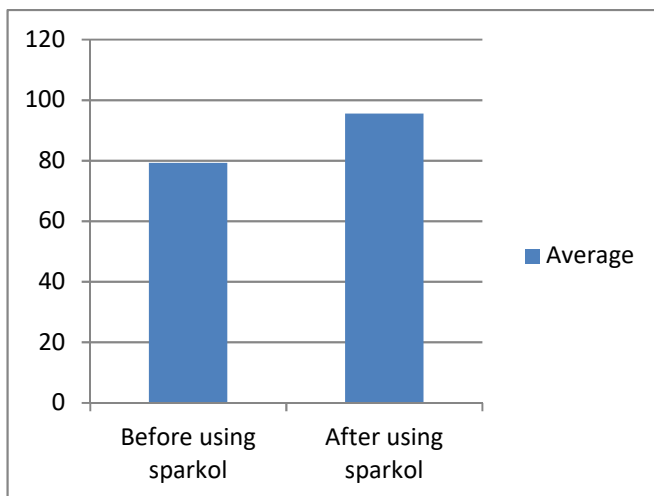


Chart 3. Comparison of students' average scores before and after using sparkolvideoscribe

Based on the data above, it can be concluded that by using sparkolvideoscribe:

1. English class will be more interesting and enjoyable
2. Students' interest to learn English is increased
3. Students' cognitive achievement is increased

SUGGESTIONS

According to the result of this research, there are some suggestions that can be considered for other researchers to conduct further studies:

1. Learning media have an important role in students' cognitive and skill achievements. Furthermore, if the media are related to the department that the students like or have already taken. For example: for students of computer and engineering or multimedia, some new applications will be more interesting and appropriate to be taken into the class.
2. To be able to use some internet or technology application (softwares), sufficient facilities are needed. In this research, the researcher found that not all students have their own computer/netbook/laptop or internet quota at home although they are students of computer and engineering department. This can be one of problems for the research.
3. Getting used to multimedia technology was more advantage to handle some problems related to computer and multimedia.
4. For next further research, it will be beneficial if the area of research is about developing sparkolvideoscribe combined with the other application such *ascamtasia*, in order to get more maximum result. In sparkol, we can only listen to song or music as the background and it is difficult

to match English conversation with the written words at the same time. It needs another application to make it match better.

REFERENCES

- Air, Jon, Eric Oakland dan Chipp Walters. (2015). *The Secrets behind the Rise of Video scribing*. Second Edition. Bristol, UK: Sparkol Books.
- Eaton, S.E. (2010). *Global Trends in Language Learning in the Twenty-first Century*. Calgary: Onate Press.
- Brown, H. Douglas. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa, Edisi Kelima*. Jakarta: Kedutaan Besar Amerika Serikat (Pearson Education, Inc.)
- Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Hornby, A.S. (1995). *Oxford Advanced Learner's Dictionary of Current English. Fifth Edition*. Oxford: Oxford University Press.
- Huda, Muhammad Linur. (2014). *Pengembangan Media Pembelajaran Karikatur Berbasis Sparkol Videoscribe untuk Meningkatkan Minat Belajar Sejarah Siswa kelas XI IPS 2 MAN Malang 1*. Skripsi: Jurusan Sejarah, Fak. Ilmu Sosial, Universitas Negeri Malang.
- Octavianingrum, Dilla. (2016). *Pengembangan Media Audio Visual Sparkol Videoscribe dalam Pembelajaran Mengelola Pertemuan/Rapat di Lembaga Pendidikan Profesi (LPP) IPMI Kusuma Bangsa Surakarta Jurusan Administrasi Perkantoran*. Tesis: Program Pascasarjana Kependidikan, FKIP, Universitas Sebelas Maret, Surakarta