

The Asian EFL Journal
December 2019
Volume 26, Issue 6.2



Senior Editor:
Paul Robertson



Published by the English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd Australia

<http://www.asian-efl-journal.com>

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editor@asian-efl-journal.com

Publisher: Dr. Paul Robertson

Chief Editor: Dr. Paul Robertson

Associate Production Editor: Ramon Medriano Jr.

Assistant Copy Editor: Eva Guzman

ISSN 1738-1460



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**A Software to Increase English Learning Outcomes:
An Acceleration Model of English as the Second Language**

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Abstract

An appropriate learning media is needed to improve students' learning outcomes in English. Videoscribe is one of the media that can be used in teaching English. Learning English in *MTs Banua Sendana* is very monotonous so that the enthusiasm of learning is very low. This has an impact on the low students' learning outcomes. With rapid technological advances, it is hoped that problems like this can be overcome. This research aims to obtain a description of the application of internet-based learning media through Videoscribe software to students' learning outcomes. This research applied true experimental Design. It used pretest-posttest control group design. There were two groups, namely experimental and control groups. The groups were taken by using cluster random sampling. From three classes, two classes were used. Class XII B was experimental group, and class XII was control group. Those groups were given pre-test and post-test. Each group had different treatment. Experimental group was taught by using videoscribe, while control group was taught by using usual media. To find out the learning progress, it was used t-test. To find out the t-test, the authors used the SPSS 21.0 data

processing application. The result shows that the post-test scores experimental group were higher than the scores in the control group ($85.00 > 79.00$). It indicates that the use of videoscribe software in the learning process in MTs Banua Sendana improve students' learning outcomes.

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Keywords: *Student learning outcomes, Videoscribe software, motivation*

Introduction

Human curiosity about something new is the reason why science develops. Human resources have a strategic role to develop a country in various fields, including education. An established education system will improve the quality of life of a country (Jayasuriya, 2012) including Indonesia which is a developing country. With an established education system, it allows us to think critically, creatively and productively. In the 1945 Constitution, it is stated that Indonesia wants to create a smart society. To reach a smart nation, learning communities must be formed from all subjects in the school, including English subjects which are currently subject to programming.

English in Indonesia has become a compulsory at schools. Some schools teach other subjects by using English as language of instruction. English is not something new for students. They know it from songs, movies, reading text provided products sold in the market. However, in the implementation students' ability to use English in communication has not been evenly distributed as a whole. Their learning at school is one of factor influencing their competence.

There is a difference between learning English in urban schools and learning English in rural schools. Learning English in urban schools is supported by very completed facilities, highly professional teachers, supporting books, and sophisticated English laboratory rooms. In the contrary, students in rural areas encounter some barriers. For these students, learning English at school for many years does not seem to contribute much to the development of communicative competence in English (Sato, 2019). However, creating modern teaching in

rural areas is not impossible. The availability of internet networks and electronic portable devices like laptop can answer this gap.

English learning in suburban schools mostly has limited facilities such as not varied books. The books are also only textbooks and student worksheets which are given as a guide in English lessons without completed additional materials like CD. Less optimal learning outcomes are the problem that arises very often from an implementation of a learning process (Sato, 2019). Students' learning styles influences students' learning outcome. When teachers' stimuli meet students' learning styles, their focus in learning may increase. In addition, Students' may choose proper strategy for themselves, since it contributes to their proficiency (Thurman, 2013). Therefore, there should be a great collaboration between teacher and students in learning.

MTs Banua Sendana is a suburban school located in the area of Majene Regency. The number of the students in *MTs Banua Sendana* is less than other schools. Some students choose not to go to school for several days. The go to school based on their mood. The lack of enthusiasm of going to school is due to the lack of effective learning process and the materials provided by the teachers (educators) are less innovative especially in English. The English teacher in *MTs Banua Sendana* still adheres to the old method of lecture and practice. As a result, many students have not been able to carry out conversations, convey information, or tell a story. Many students have difficulty to understand what is taught by the teachers. This greatly affects the motivation and learning outcomes of participants in the classroom. In the classroom, all learners have the same right to get the access for education so that the teachers should treat all students in the same manner (Yamin & Utomo, 2019; Arbain & Nur, 2017). Actually this statement does not only apply among students in one school, but also among students throughout Indonesia.

The increase of students' learning outcomes or the achievement of minimum completeness standards (KKM) is one form of achievement of learning objectives. To achieve the expected learning goals, there should be a special treatment which helps students to improve their learning outcomes. One thing that affects students' learning outcome is students' interest. Learning media may raise students' interest. Learning media needed in learning English at *MTs Banua Sendana* is a learning media that is oriented towards increasing student motivation and learning outcomes, namely videoscribe application. Learning medium in the form of

videoscribe application is an effective medium for teaching internet-based English to display material through videoscribe.

The use of variations in learning media in the classroom can make it easier for students to understand the lessons and make them interested in the materials which are delivered. It happens because videos cover various students' learning styles. Video help visual learners and auditory learners. This drives a positive impact on students' motivation and learning outcomes, especially English subjects.

Literature Review

Learning outcomes understanding

Learning outcomes are abilities acquired by individuals after the learning process takes place, which can provide changes in behavior both students' knowledge, understanding, attitudes and skills so that they are better than before. Learning outcomes are one indicator of the learning process (Richards & Rodgers, 1986). Learning outcomes are changes in behavior acquired by students after experiencing learning activities. One indicator of whether or not a learning process is achieved or not is to look at the learning outcomes achieved by students. Learning outcomes are the level of mastery achieved by students in participating in teaching and learning programs, according to the objectives set. According to Dimiyati and Mudjiono in Sangadji, it can be understood that what is meant by learning outcomes is a process to see the extent to which students can master learning after following the activities of the teaching and learning process, or the success achieved by students after participating in learning activities marked with numbers, letters, or certain symbols agreed upon by the education provider (Sopiah Sangadji, 2016).

From some of the above theories about the understanding of learning outcomes, the learning outcomes referred to in this study are learning outcomes (behavioral changes: cognitive, affective and psychomotor) after completing the learning process with information search learning strategies and recitation Learning outcomes achieved by students are influenced by two factors, namely internal factors that come from these students, and external factors that come from outside the student's self. The factor of students is primarily the ability they have. The ability factor of students has a huge influence on the learning outcomes achieved by students. As Clark in Saggaf has stated, that student learning outcomes in schools are 70% influenced by students' abilities and 30% are influenced by the environment (Saggaf, Salam, & Rifka, 2017). In addition to the factor of students' ability, there are also other factors such

as motivation to learn, interest and attention, attitudes and learning habits, and many other factors. The existence of influence from within the student, is a logical and reasonable thing, because the nature of the act of learning is a change in behavior that is intentional and realized. Students must feel the need for learning and achievement (Riza, 2017).

Learning Media

1. Understanding of learning media

Media is the plural form of the medium which comes from the Latin *medius* which means middle. In Indonesian the word *medium* is interpreted as "between" or "medium" (Mantiri, 2014). Learning media are all tools (aids) or objects used for teaching and learning activities, with the intention of conveying messages (information) learning from sources (teachers and other sources) to recipients (in this case children students or learning citizens) (Stokes, 2002). Based on the expert's opinion, it can be concluded that learning media are tools to convey messages from sources to recipients.

Learning media is everything that can be used to channel messages from the sender to the recipient of the message. In this case, the process stimulates students' thoughts, feelings, attention, and interests and attention so that the learning process can be established (Fatkhurrohman, Leksono, Ramdan, & Rahman, 2018). Based on the statement, it can be concluded that learning media is a tool that is used by teachers as teaching aids. In the learning interaction, the teacher conveys the teaching message in the form of learning material to students

Learning media is a messenger technology that can be used for learning purposes. So learning media is a tool that can be used for learning. Based on several opinions above, it can be concluded that the definition of learning media as a teaching aid to deliver material so that messages are more easily accepted and make students more motivated and active. There are several types of media. They are video, manipulates (objects), people, audio, visuals and text (Smaldino, Lowther, & Mims, 2008). Those kinds of media are adaptable for learning, including English. Those are suitable to teach English component and English skills. It is expected that those media meet students' learning styles and increase students' interest to learn.

Videoscribe Sparkol

Learning media used by the author in research using audiovisual media. One of the audiovisual media used in learning is videoscribe. According to Joyce and B. White in (Fakhriyani, 2018) "*sparkol videos for creating short whiteboard styles to explain certain concepts, either by instructor or student*", can be interpreted that scribe video is software that creates animated whiteboard styles brief to explain certain concepts both made by instructors (teachers) and students. By presenting the aforementioned display, it makes it easier for students to understand learning by using effective scribe video media so that the learning media is believed to be able to improve student learning outcomes. This is in accordance with the theory which states that the quality of learning outcomes can be improved when the integration of words and images as learning media can communicate elements of knowledge in a way that is well-organized, specific, and clear.

Method

This research applied a True Experimental Design. It used pretest-posttest control group design. There were two groups, namely experimental and control groups which were taken randomly. Those groups were given pre-test. Each group had different treatment. Experimental group was taught by using videoscribe, while control group was taught by using usual media. There were three classes in MTs Banua Sendana Majene. Class XII A consisted of 33 students, class XII B consisted of 30 students, and class XII C consisted of 30 students. The samples were taken by using cluster random sampling in which class XII B as experimental group, and class XII C as control group. The tests were used to measure students' learning outcome, both before having and after having treatments. To analyze the data, the authors used the percentage formula as follows:

$$P = \frac{F}{N} \times 100$$

Note :

P: percentage of score obtained

f: the frequency that the percentage is looking for

N: The amount of individuals / number of individuals

(Sudijono 2006:40)

To find out the changes of students' learning outcomes on the pre-test and post-test, it was used the t-test. To find out the t-test, the authors used the SPSS 21.0 data processing application.

Discussion

After analyzing the results of the English language scores of students in the pre-test and post-test through the SPSS 22.0 application, it can be described in the table as follows :

Figure 4.1. Descriptive Statistics on Experimental Class Pre-tests and Post-tests

Descriptive Statistics

	N	Minimu m	Maksimu m	Rata-rata	Std. Deviasi
Pre-test	30	55.00	75.00	65.1667	6.75729
Post-test	30	75.00	85.00	80.8333	2.96047
Valid (listwise)	N 30				

Based on the frequency distribution of the descriptive statistics above, it is clear that the minimum and maximum scores from the pretest and posttest in the experimental class. The results of the students' scores indicate that there are differences or significant increases in students' English skills before and after being given treatment or teaching using the video scribe application. This is reinforced from the results of the table diats showing the lowest value at pretest obtained a value of 55.00 with a low category while the value in the posttest obtained a value of 75.00 with a medium category while for the value of English at the minimum posttest obtained a value of 75.00 and the highest value 85 , 00 with a high category. It can be seen that there are differences before and after the learning process or treatment using the video scribe application media, by which it can be concluded that the use of scribe videos can improve the learning achievement and motivation of Banua Sendana MTS students

Histogram test pretest in the experimental group

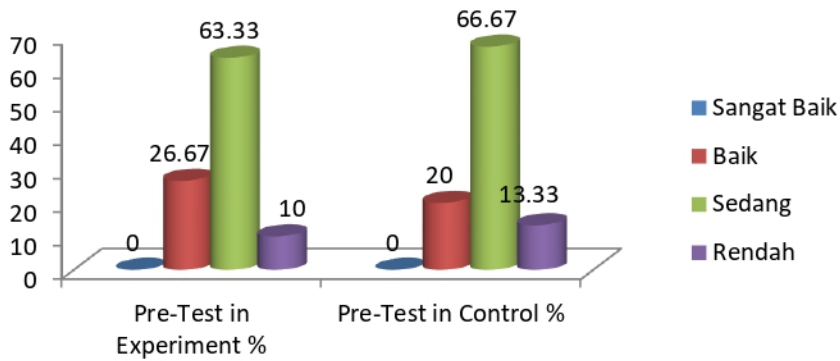


Figure 4.2. Descriptive Statistics on the Control Class pre-test and Post-test

Descriptive Statistics

	N	Minimu m	Maximu m	Average	Std. Deviation
Pretest	30	55.00	75.00	63.6667	5.71346
Posttest	30	60.00	79.00	66.3333	5.26100
Valid (listwise)	N 30				

Based on the frequency distribution of the statistical description table 4.2 above, it is clear that the minimum and maximum scores from the pretest and posttest in the experimental class. The results of the students' scores show that there is no significant increase in students' English skills before and after being given treatment or teaching. This is evident from the results of the table diats showing the results of the lowest value at the pretest obtained a value of 55.00 while the value in the posttest obtained a value of 60.00 with a low category while for the value of English at the minimum posttest obtained a value of 75.00 and the highest value 75.00 with medium category.

Contemporary master histogram pre-test in Group control

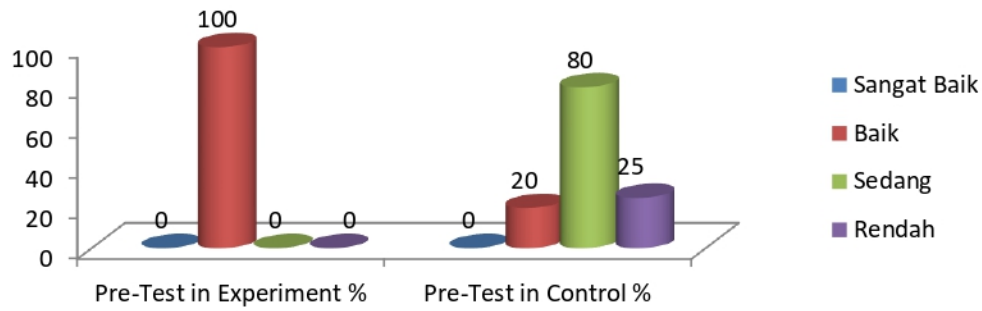


Figure 4.3. Independent Sample t-test of Pre-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pr Equal variances assumed	.560	.457	.928	58	.357	1.50000	1.61560	-1.73397	4.73397
Equal variances not assumed			.928	56.440	.357	1.50000	1.61560	-1.73587	4.73587

Figure 4.3 shows the value of the independent sample t-test, which is based on the results of the analysis of the SPSS 20.0 application. The hypothesis is tested using inferential analysis. In this case, the researcher used a t-test (testing significance) for an independent sample test, which is a test to determine the significance of the difference between the results of the average score of students in the pre-test and post-test in the experimental class and the control class. The following table is a table that shows the results of the calculation of pre-student test t-tests. The table above shows that the sig-value (0.457) is higher than $\alpha = 0.05$. it

means that the difference in knowledge of students is statistically insignificant and the control group or class has the same or no difference in value.

Figure 4.4. Independent T-test sample post test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal test variance assumed	9.335	.003	12.448	58	.000	14.16667	1.13807	11.88857	16.44477
Equal variance not assumed			12.448	44.572	.000	14.16667	1.13807	11.87386	16.45947

The table shows that the P-value (0.03) is lower than $\alpha = 0.05$ ($0.00 < 0.05$). it means that there is a statistical difference in students' knowledge before and after receiving learning through the video scribe application. Based on the findings and discussion above, it can be concluded that H1 is accepted and hypothesis Ho is rejected.

Conclusion

Based on the research result above, the authors draw conclusion as follow: the use of monotonous teaching which rely on usual textbook and worksheet does not improve students' learning outcome in control group. In contrast, the use of video scribe in teaching English increase students' learning outcome in experimental It can be concluded that the use of

videoscribe application in the learning process of *MTs Banua Sendana* students is more effective to the improvement of students' learning outcome.

Furthermore, the use video scribe is no longer a barrier, since government has supported schools through budgets for school operational assistance. Hence, It is highly recommended that teachers should play their best roles in the class to choose the most proper learning media for their students.

Pedagogical Implication

This study deduce several pedagogical implications. First, the use of videoscribe can be adaptable in variety of teaching English skills and components, since it is based multisensory which attracts students' concentration to learn. Second, This study provides information for teachers to choose effective learning media and applications in learning so that students' have eagerness to learn and it contributes to their learning outcome. Third, teachers should develop their professionalism to reduce monotonous teaching which drives students' learning discomfort and low students' learning outcomes.

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