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by John Pahamzah

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Attractive Learning Media to Cope with Students' Speaking Skills in the Industry 4.0 Using Sparkol Videoscribe

Utami Maulina^{1*}, Siti Hikmah² & John Pahamzah³

^{1,2,3}Sultan Ageng Tirtayasa University, Indonesia

Corresponding Author: Utami Maulina, E-mail: tamiuta@gmail.com

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ABSTRACT

The aim of this research was to find out the influence of Sparkol Videoscribe on students' speaking skills. The research methodology applied was a quantitative approach with an experimental design. This research was conducted at SMPIT Putri Al Hanif Cilegon in the second semester of the academic year 2018/2019. This research involved two classes of the eighth grade; experimental class and control class. The sample was 67 students. The instrument used was an oral speaking test which was divided into two parts; pre-test and post-test. Furthermore, the researcher used content and construct validity and Cohen's Kappa coefficient to test the inter-rater reliability. After collecting the data, the researcher analyzed them by using a t-test through SPSS. The researcher got the result that the Sig.2-tailed value was 0.001. It was smaller than 0.05 ($P\text{-value}=0.001 < 0.05$). Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. In other words, there is a positive influence on the experimental group which treated using Sparkol Videoscribe. In addition, the calculation of Cohen's d was conducted in order to find out how far Sparkol Videoscribe affects students' speaking skills. The result showed that the value of the effect size was 0.8 which meant it had a large effect. Based on the result of this research, it could be concluded that Sparkol Videoscribe gave the influence to improve students' speaking skills.

1. INTRODUCTION

Industry revolutions (Hence, Industry n) have always, in various levels, brought with them significant effects. Industry 1.0, together with the invention of paper, changed the way people educate their children from oral to written tradition; whereas, Industry 2.0 brought with it mass production and mass education. In the meantime, Industry 3.0, triggered by the invention of internet and ICT (information and communication technology) development led to online and borderless teacher-student interactions; and Industry 4.0 enhances the attainment by such synergetic linking technology as cloud computing, internet of things, with further enhanced artificial intelligence, and virtual and augmented realities (Hocheng, 2018). This advancement has brought about new challenges and demands in today's education. Many proposals are now being introduced to respond to the demands of the era.

Seeing all the trends, the ways of doing teaching need to be suited to this changing nature of learning. The teacher will serve more as a mentor or a facilitator than a lecturer. Today's learning needs to involve ICT because the educational technology is expected to become an integral part of the curriculum, and EFL teachers must become proficient in accessing and using ICT. The researcher introduced the media that could help students to develop their skills in English through Sparkol VideoScribe, especially in speaking skills. The reason behind it was that Sparkol VideoScribe is rarely applied by English teachers in Indonesia. It is probably because teachers need to be familiar with the computer operation and options in the software. Many teachers around the world have tried this software in the classroom and found it really useful.

Based on the explanation above, Sparkol Videoscribe could be an alternative media for any English teachers to teach speaking with a different way. The researcher

believes that teachers in Indonesia are not aware of this software. If they all know and are willing to make great atmosphere in the classroom, they will find this software helpful to increase students' skills. It has been shown that technology of software helps students learn more, learn faster, and become more motivated. In addition, it makes the teaching process innovative, creative, and enjoyable.

Furthermore, according to the previous research conducted by Dellyardianzah (2017) showing that VideoScribe-based learning media can improve student learning-outcomes. The same thing was also conveyed by Hakim (2017) who concluded that the use of VideoScribe media as one of the learning media could increase the activities and learning outcomes of students. Nurjanah et al. (2017) emphasized that VideoScribe-based learning media was suitable for use as a learning medium. Based on the results of the research conducted by Aryuntini et al. (2018), it is stated that the design of VideoScribe-based learning media development improves the students' ability.

2. LITERATURE REVIEW

2.1 Media and Multimedia

According to Zhen (2016), multimedia is the use of computers to present text, graphics, video, animation, and sound in an integrated way. When we talk about multimedia, a term CALL (Computer Assisted Language Learning) should not be ignored. Since the media can be integrated by using computer, the multimedia has close relation with CALL. Sometimes people even use CALL to stand for multimedia. Although the definition of multimedia is very simple, making it work is very complicated.

Zhen (2016) also explains components of multimedia. These components can contribute differentially to the learning of material:

Text: it is fundamental element in all multimedia applications. It conveys most information (Vanghan, 2004). We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, color, and style to present information; emphasize a certain word or phrase.

Graphics: it refers to images and pictures, such as chart, diagram, and photograph, which contain no movement. According to Andrew Wright's Book

Picture for Language Learning, graphics can stimulate interesting and motivation, improve understanding ability of language, and offer especial reference object and topic (Wright, 2003). Graphics play a very important role in language teaching process.

Animation: it is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. Simply speaking, it ranges scope from the basic graph with a simple motion to a detailed image with complex movements. Assisted by the use of animation, teachers can highlight key knowledge points and heighten students' motivation (Vanghan, 2004).

Sound: it is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teacher can use more vivid and fruitful sound to help students' English learning.

Video: it is the visible part of a 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 (Vanghan, 2004).

2.2 Speaking skills

Speaking is a human skill to communicate ideas. Besides that, speaking also can be called as the way of someone to express the feeling and thinking to a listener. In speaking activity, students are able to explore what they think even in the new perspective about the things.

According to Brown (2007), speaking skill is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker listening skills which necessarily compromise the reliability and validity of an oral production test. While Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot."

From the explanation above, we can conclude that speaking is the term that the researcher will use for verbal communication between people. When two people are engaged in talking each other, the researcher is sure that they are doing communication.

2.3 Recount Text

Hyland (2003) stated that the purpose of a recount text is to reconstruct the past experiences by retelling events in original sequence. In other words, a recount text is a kind of texts that tells about how a thing in the past happens in chronologically and also tells about a feeling or expression of that thing. A recount text is the retelling of past experiences which can be fun, sad, horrible, funny, and others. Besides, he also mentioned the generic structures of recount text, as follows:

- a. Orientation: providing information about who, where, and when;
- b. Events: Describing series of event usually recounted in chronological order; and
- c. Reorientation: rounds off the sequence of events.

According to Sudarwanti and Grace (2007, p. 30), the language features commonly used in recount text are:

- a. The use of nouns and pronouns (e.g.: David, we, his)
- b. The use of action verbs (e.g.: went, spent, played)
- c. The use past tense (e.g.: We went for a trip to the zoo)
- d. The use time conjunction (e.g.: and, but, after, finally)
- e. The use of adverbs and adverbs of phrases (e.g.: in my house, two days ago, slowly, cheerfully)
- f. The use of adjectives (e.g.: beautiful, sunny).

2.4 Sparkol Videoscribe

Videoscribe is a software that can be used to create an animated design with a white background very easily. This software was developed in 2012 by Sparkol (one of the companies in the UK). Whiteboard animation is a communication medium created through symbols within the software. With the presence of symbols such as words, sentences with pictures and visuals will help the recipient of the sign easily. To see a whiteboard animation example is not so difficult because Videoscribe is a multifunctional software; its use can be used for a variety of purposes.

According to Cole (2016), VideoScribe empowers you to create your own whiteboard-style animated videos without any design or technical know-how. It is just a translation of your thoughts; storyboard into an animated sequential way to engage learners. By using VideoScribe, teachers can produce their own animated videos according to creativity, techniques, and methods. VideoScribe allows teachers to innovate themselves on each material with their own ideas.

VideoScribe will guide teachers to make learning materials the way they want without having more expertise in technology, requiring only ideas and creativity to form stories and flow in the learning

videos. The use of videos in the classroom can be an effective way to enrich students' learning experiences. Videos can be used to spark discussions, supplement key concepts, provide real-life examples, demonstrate problem solving, or bring in the views of outside experts. With Sparkol Videoscribe, we can present long material short and meaningful. We can present our feelings with images that will clarify the communication system.

To sum up, Sparkol Videoscribe is one of the great media in education nowadays. When using this concept more digitally, we can create much more engaging learning material. Teachers are required to have high creativity to be able to produce interesting learning videos for students.

3. METHODOLOGY

This research used quantitative method and adopted experimental design approach. It presents the significant influence of Sparkol Videoscribe towards students' speaking skills.

3.1 Site and Participants

This research was conducted in March 2019 and took place in SMPIT Putri Al Hanif Cilegon which is located at Perumnas Cilegon, Indonesia. By using cluster sampling technique, 67 out of 100 students were chosen as a sample. The sample was from the eighth grade consisting of two classes (experimental class and control class) which consisted of 33-34 students each in academic year 2018/2019.

3.2 Data Collection

This research used tests as instruments. The instruments examined by the researcher's colleague were valid. The researcher chose her as the validator because she is a proficient senior teacher and graduated from Padjadjaran University, Indonesia. She also has been teaching English for about twelve years. The validity of the instrument is the most complex criterion of an effective test and the most important principle of language testing. The instrument states valid if the instrument measures the things that should be measured.

In this research, the researcher used content validity and construct validity to test the validity because those were relevant with the research. The researcher used pre-test and post-test for both experimental class and control class. The researcher gave pre-test before treatment and post-test after treatment. The material which the researcher taught in the classroom was a recount text. The researcher gave oral test to the students to measure their speaking ability. The test consisted of some indicators (component or aspect) of speaking that was measured in this test such as,

pronunciation, grammar vocabulary, fluency, and comprehension.

For getting the reliability of the test, the researcher used inter-rater reliability. Inter-rater reliability is achieved when two scorers or two raters do the scoring. Then the two sets of scores got from the two raters are calculated to get the correlation coefficient through SPSS. The two raters in this research were the researcher herself as Rater I and the researcher's colleague as Rater II.

3.3 Data Analysis

The researcher used Cohen Kappa in SPSS v.22 to test the reliability of the students' score. The researcher conducted three steps. First, the researcher graded the student's speaking test in pre-test at experimental class and control class. Second, grading student's writing and oral post-test at experimental class and control class. The score range was 0-100. Then, the researcher analyzed the data by using SPSS.

In analyzing the data, the researcher did several testings. They are normality test, homogeneity test, and t-test. A t-test was used to find out whether the hypothesis (null hypothesis) was rejected or accepted. If the null hypothesis is accepted, it means that there is difference between the experimental and control group after implementing Sparkol Videoscribe. If the t-test > 0.05, it means that the null hypothesis (H_0) is rejected. But, if the t-test < 0.05, it means that H_0 is accepted. After that, the effect size testing was conducted by using *Cohen's d* through SPSS to find out how far Sparkol Videoscribe affects students' speaking skills. The result 0.2 – 0.4 means it has small effect; the result 0.5 – 0.7 means it has moderate effect; and the result 0.8 – 1.0 means it has large effect.

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1 Validity Testing

This research used content validity and construct validity to test the validity. Adhietama (2014) assumes

that the test is said to have content validity if its contents constitutes a representative sample of the language skills, structures, etc. being tested. After making instrument, then the researcher gave the instrument to the English teacher who teaches same grade to analyze and examine the validity of the test. After being analyzed by the validator, based on the basic competence in syllabus of "Kurikulum 2013", it is mentioned that the eighth graders of junior high school are expected to comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.

Finally, the result of content validity was valid because the material was relevant with the curriculum. Meanwhile, the researcher used a scoring rubric in the form of analytic scoring which measured the students' speaking ability. The researcher assessed grammar, vocabulary, comprehension, fluency, pronunciation. Based on the validator's analysis, it showed that the test was valid based on the construct validity.

4.1.2 Reliability Testing

The test was analyzed by using inter-rater reliability. There were two raters in this research; the researcher and her colleague. The researcher asked another rater to give the score during the tests because the researcher needed someone's opinion to avoid subjective tendency in assessing speaking test and writing test. The result of reliability testing was reliable. Based on the result, Kappa coefficient result in experimental class was 0.416 in pre-test and 0.490 in post-test which means there was no different perception between the researcher and the observer. The interpretation was moderate agreement. It indicates that the score given by the researcher was relevant with the students' speaking ability. In other words, the researcher and the observer agreed with the result of the test.

4.1.3 Descriptive statistics

Table 4.1 Descriptive Statistics of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Experiment	33	55.00	95.00	70.0000	10.07782
Pre-test of Control	34	55.00	95.00	68.8235	10.59294
Valid N (listwise)	33				

Pre-test scores were obtained from students' scores before they got the treatments. The result of pre-test scores in control and experimental group can be seen above. The table showed that the mean of pre-test score of experimental group was 70.000 with S =

10.077. Meanwhile, the mean of students' pre-test score of control group was 68.823 with S = 10.592. It means that both experimental and control group has the equal ability at the beginning.

Table 4.2 Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test of Experiment	33	60.00	100.00	82.1212	11.32132
Post-test of Control	34	55.00	100.00	72.3529	11.29731
Valid N (listwise)	33				

Post-test scores were obtained from students' scores after they got the treatment. The result of post-test scores in control and experimental group can be seen above. The table showed that the mean of post-test score of experimental group was 82.121 with S = 11.321. Meanwhile, the mean of students' post-test score of control group was 72.352 with S = 11.297. It means that there was different score between experimental and control group. The experimental group has higher score than the control group.

On the other hand, the normality distribution test of control group showed the result that the probability (Asymp. Sig (2 tailed)) of the control group's pre-test score was 0.085, and the post-test was 0.083. It means that the probability (Asymp. Sig (2 tailed)) of pre-test and post-test were higher than the level of significance (0.05). This result showed that the null hypothesis was accepted, and the pre-test and post-test of control group were normally distributed.

4.1.4 Normality Testing

The computation of normality distribution of test was conducted by using Kolmogorov-Smirnov test in SPSS v.22. The level of significance was 0.05. On one hand, the pre-test and post-test score obtained by experimental group; the researcher found that the Asymp. Sig (2 tailed) value of the experimental group's pre-test score was 0.077, and the Asymp. Sig (2 tailed) value of the post-test score was 0.055. Those values were higher than the level of significance (0.05). It means that the null hypothesis was accepted and the pre-test and post-test of experimental group were normally distributed.

4.1.5 Homogeneity Testing

The computation of variance homogeneity test used Levene's test in SPSS v.22 with the level of significance was 0.05. The pre-test result showed the probability of the homogeneity of variance test > level significance (0.665 > 0.05). Meanwhile, on the post-test, the result of homogeneity of variance showed that the probability of the homogeneity of variance test > level significance (0.791 > 0.05). Since the probability was higher than the level significance, it could be concluded that the two groups were homogeneous, or null hypothesis was accepted.

4.1.6 Independent Samples T-test

Table 4.3 Independent Samples 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
Pretest of Equal variances assumed	.190	.665	.465	65	.643	1.17647	2.52737	-3.87103	6.22397
Equal variances not assumed			.466	64.975	.643	1.17647	2.52546	-3.86726	6.22020

The computation on pre-test was done by using t-test (independent sample test in SPSS v.22). The level of significance was 0.05 and was used to prove the hypothesis as follow:

H_0 : There is no significant difference of pre-test score between experimental and control group.

H_a : There is significant difference of pre-test score between experimental and control group.

The independent samples test above showed that the probability (Sig. (2-tailed)) was higher than the level of significance (0.643 > 0.05). Thus, it could be concluded that the null hypothesis was accepted, or in other words, both experimental and control group were in the same starting point or equivalent.

Table 4.4 Independent Samples Test of Post-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
Posttest of Equal variances assumed	.071	.791	3.535	65	.001	9.76827	2.76357	4.24904	15.28750
Equal variances not assumed			3.535	64.932	.001	9.76827	2.76366	4.24875	15.28779

The computation on post-test was done with the level of significance 0.05. The result of the t-test computation is presented above. The independent

samples test showed that the probability (Sig. (2-tailed)) was lower than the level of significance (0.001 < 0.05). Thus, it could be concluded that the

alternative hypothesis was accepted, or in other words, both the experimental and control group were significantly different.

4.1.7 Effect Size

An effect size computation proposed by Cohen was conducted in order to find out how far the independent variable of this research affects the dependent variables. The result of statistical calculation on effect size showed that value of effect size was 0.8, or we can say it has large effect. In conclusion, it could be assumed that Sparkol Videoscribe treatment gave huge influence to improve students' speaking ability.

4.2 Discussion

In this research, the researcher conducted the research eight meetings from 4th of March 2019 to 29th of March 2019. The pre-test conducted to know students' scores before they got treatment. For the pre-test of speaking, students told their holiday story in the class. The researcher found that some difficulties in speaking test faced by students in pre-test were that most of the students had difficulty in fluency, grammar, and pronunciation. Speaking problems are some problems that make someone lacks speaking ability. According to Doris and Jessica (in Fitriani, Apriliaswati, and Wardah, 2015), language problems actually serve as one of the important reasons behind poor academic performance. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistic problems.

The use of Sparkol VideoScribe in learning English especially in writing and speaking showed positive results. The students really paid attention to the researcher during the leaning process. Harmer (2007) says that learners motivation increases when they learn language using video. Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task.

After the researcher gave the treatment to the experimental group, the researcher got some positive results. The facial expression of students showed their interest in Sparkol Videoscribe. They seemed very excited with the lesson and became more motivated. The researcher discovered that the students enjoyed learning using Sparkol Videoscribe in speaking activities. The researcher also observed the students were smiling and happy. This shows that the use of Sparkol VideoScribe as one of the learning media can get students' focus during learning activities and provides a good stimulus for students. As a result, it can influence students' learning outcomes.

In the post-test result, the students' achievement had positive progress. The progress could be seen from comparison of pre-test and post-test result. It also showed that they had a better progress after treatment than the students in control class. This is also in accordance with the research conducted by Taufiq (2016) that the use of VideoScribe can improve students' learning activities and students' abilities in learning, so that students' learning outcomes are better than before using VideoScribe.

Based on the analysis, in normality distribution result on pre-test and post-test of speaking, the computation showed that the pre-test and post-test score of experimental group was higher than the level of significance ($0.077 > 0.05$ for pre-test and $0.055 > 0.05$ for post-test). Also, pre-test and post-test score of control group was higher than the level of significance ($0.085 > 0.05$ for pre-test and $0.083 > 0.05$ for post-test). It means that the probability (Asymp. Sig (2-tailed)) of two groups were higher than the level of significance (0.05). In other words, the score of both groups were normally distributed.

Besides, in variance homogeneity result on pre-test and post-test score, the statistical computation showed that the pre-test score of both groups were higher than level of significance ($0.665 > 0.05$), and also the post-test of both groups were higher than the level of significance ($0.791 > 0.05$). It means that the variances of two groups were homogenous.

Furthermore, there was different improvement to the students' speaking ability. The data showed that the mean score of pre-test in control group was 68.82, then it became 72.35 at the post-test. Meanwhile, the mean score of pre-test in experimental group was 70.00, then it became 82.12 at the post-test. In conclusion, the students' speaking skill of the experimental group was significantly improved after being taught by using Sparkol Videoscribe.

Dellyardianzah (2017) said that there were significant differences between the results of the post-test control class and the experimental class. The post-test results in the experimental class which used Videoscribe were higher than the control class. This shows that Videoscribe based-learning media can improve student learning outcomes. To sum up, it can be concluded that the use of Sparkol VideoScribe in teaching English really helped students to achieve their maximum score.

In analyzing students' pre-test and post-test, the researcher used t-test method. The researcher used t-test because the researcher wanted to compare experimental group and control group whether there

was different result after giving the treatment or not. In other words, the researcher wanted to see whether Sparkol Videoscribe can influence students' speaking score in experimental group or not.

The results of analyzing students' speaking skills in both groups showed that t-test was higher than t-table ($t\text{-test} = 3.535 > t\text{-table} = 1.998$). It means that the alternative hypothesis is accepted. In other words, the students who got the treatment had their speaking ability better than the students who did not receive the treatment. Based on the progress of students' achievement in the speaking test, it can be said that the progress of students' scores achieved if they learn English through Sparkol Videoscribe. In addition, the researcher got the result that the Sig.2-tailed value is 0.001. It is smaller than 0.05 ($P\text{-value} = 0.001 < 0.05$). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. In other words, there is a positive influence on the experimental group which was treated using Sparkol Videoscribe.

In line with the research of Sofiya et al. (2018), classically there is a significant increase in pre-test and post-test results after using Sparkol VideoScribe. 92% students completed the study, and the average grade value reached 87.56. It can be stated that the level of success of teaching English Sparkol VideoScribe was very good.

From the data above, the researcher assumed that there was a positive effect toward Sparkol Videoscribe because the effect size result showed that the independent variable of this research large effect was (0.8) to the students' speaking skills. Thus, both of groups showed that the alternative hypothesis was accepted. It means that Sparkol Videoscribe can influence and improve students' speaking skills.

5. CONCLUSION

According to the result of the research, the computation of speaking test in experimental group shows that t-test is higher than t-table ($t\text{-test} = 3.535 > t\text{-table} = 1.998$). Besides, the researcher got the result that the Sig.2-tailed value is 0.001. It is smaller than 0.05 ($P\text{-value} = 0.001 < 0.05$). It means that the alternative hypothesis is accepted. In addition, data from the calculation of effect size which was 0.8 also showed that Sparkol VideoScribe gave large effect towards students' speaking skill. From the data above, the researcher assumed that there is a positive effect toward Sparkol VideoScribe. Besides, there is

different improvement to the students' speaking ability. In conclusion, the students' speaking skill of the experimental group was significantly improved after being taught by using Sparkol Videoscribe. In other words, we can conclude that Sparkol VideoScribe can be used by teachers as an alternative way to teach speaking in the class.

Based on the findings, some further steps are recommended. The researcher hopes that teachers of English can adopt or apply Sparkol VideoScribe in their classroom in order to make learning process better and interesting, especially in speaking skills. Furthermore, the researcher suggests next researchers to conduct similar studies in different method, different learning topics, and testing its applicability in different contexts and different subject areas, developing instruments to better portray the effectiveness of the Sparkol Videoscribe in language learning.

ABOUT THE AUTHOR(S)

Utami MAULINA was born in 1993 in Serang, Indonesia. She graduated from English Department, Faculty of Teachers Training and Education of Sultan Ageng Tirtayasa University in 2015. She has finished her postgraduate degree in 2019 from English education study program at Sultan Ageng Tirtayasa University. She has been teaching English for seven years. Her research interest includes innovation and technology use in teaching English as a foreign language. She has taught different levels of learners such as kids, teens, adults, and employees. She was an English teacher at SMPIT Putri Al Hanif Cilegon, Indonesia. Affiliation: Sultan Ageng Tirtayasa University, Serang, Indonesia. E-mail: tamiuta@gmail.com. Phone: +6287871983484

Siti HIKMAH is an English lecturer and the head of English department of bachelor degree at Sultan Ageng Tirtayasa University. She studied at Islamic University of Malang to get bachelor's degree. After that, she earned her master's degree and got doctorate from Jakarta State University. She is interested in research and teaching for EFL and also active in consortium of methodology of language teaching. Affiliation: Sultan Ageng Tirtayasa University, Serang, Indonesia. E-mail: shikmah92@yahoo.co.id. Phone: +6281808793889

John PAHAMZAH is an English lecturer of Sultan Ageng Tirtayasa University. He is also a department secretary of postgraduate degree in the English study

program. He graduated from English Education of Teachers Training and Education Faculty at University of Lampung. He earned his master's degree in Applied Linguistics and got doctorate in Language Education from Jakarta State University. Affiliation: Sultan Ageng Tirtayasa University, Serang, Indonesia. E-mail: febriansah97@yahoo.com. Phone: +6285217671576

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9
