



THE EFFECT OF VIDEOSCRIBBE SPARKOL ON STUDENTS' CREATIVE WRITING SKILLS AT THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF MUHAMMADIYAH TANGERANG UNIVERSITY

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ABSTRACT

The purpose of this study was to determine the effect of using *VideoScribe Sparkol* on the English creative writing skills at the third semester students of the English Education Study Program of Muhammadiyah Tangerang University. This study used quantitative approach with Quasi-Experimental design method. The instrument used was essay writing tests. The results of the study showed that: (1) the results of the pre-test t-count $1.025 < t\text{-table } 2.000$ or H_0 was accepted, meaning that there was no difference in creative writing skills between the control class and the experimental class, (2) the results of the post-test t-count $2.161 > t\text{-table } 2.000$ or H_1 was accepted, meaning that there were differences in creative writing skills between the control class and the experimental class after being exposed to the *VideoScribe Sparkol* learning media. It could be concluded that by using *VideoScribe Sparkol* learning media, students were able to achieve maximum results in their creative writing scores because through this learning media, students could carry out creative and meaningful writing activities as well as increase their writing skills in general.

Keywords: Learning Media, *VideoScribe Sparkol*, Creative Writing Skill

INTRODUCTION

Education is a driving force for the advancement of a nation to create intelligent successors in studying. Education plays an important role for humans because it is a means that aims to improve and develop the quality of human resources in order to be able to compete in this modern era. Education in Indonesia can advance a nation and the nation has a successor for the future. Education is

not something that is really done but is not just done teaching and learning only to students, but is an activity carried out to create a generation of nations towards a better pattern, according to their respective grasping power.

Learning English has a central role in the intellectual and emotional development of students and is a supporter of success in learning all fields of study. Indonesian



language learning is directed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the work of Indonesian human literature. There are four skills in learning Indonesian, which include reading skills, writing skills, listening skills, and speaking skills. One of the things that researchers will use to do is creative writing skills.

Writing skills cannot be obtained instantly because they have to go through a process. The skills involved in writing are very complex. This is because in writing students must pay attention to spelling, punctuation, word choice, and use of effective sentences. Besides having to pay attention to this, writing also requires imagination and creativity, especially in creative writing so that it has a clear meaning and gives its own impression to the reader. In creative writing, students are required to be able to process their thinking power. The thinking power includes ideas or ideas which are then processed with the power of imagination and creativity. Creative writing is pouring ideas or ideas into interesting writing with unique and innovative ideas. Creative writing requires imagination and creativity so that the writing has a clear meaning and gives a distinct impression to the reader.

Learning media is a teacher's tool in learning to facilitate the delivery of material to students. Learning media occupies an important factor that supports the effectiveness of student learning. However, the use of media in learning is less effective if it is not combined with a learning approach or model. Learning media is used to assess and publish students' writings or works. Students not only save their writing in the workbook, but are saved and published. This is of course a good and effective tool so that not only teachers assess and read it, but also friends, parents, and other people. Because their writing will be read by others, they are motivated to write well so that over time they become accustomed to writing and their writing skills can develop.

One of the learning media that can support and overcome these problems is Video Scribe Sparkol. Video Scribe Sparkol is a user-provided web-based application for creating animated presentations. Video Scribe Sparkol is a software application whose results are in the form of videos that can be combined with concept maps, pictures, sounds, and music that can attract and increase students to actively observe lessons. Based on the explanation above, it shows that there is still a lack of use of media in the learning process in the classroom. Therefore, researchers are interested in investigating the effect of Video Scribe Sparkol on students' creative writing skills.

Creative Writing Skills

Writing is a skill to express ideas and ideas in writing. Creativity is related to the ability to create. Creative writing can be defined as a writing process that relies on developing creativity and personal expression in the form of good and interesting writing. Creative writing tends to combine denotative and connotative word choices. Vocabulary selection in creative writing will be related to language skills, if you use reasoning skills, you will use a choice of words that are actually meaningful (denotative), while if you use feelings, you will use a choice of words with figurative meaning (connotative). Many types of literary writing continue to develop using this combination of reason and feeling, such as prose, poetry, and drama scripts (Kusmana, 2014). Basically, creative writing is different from scientific writing. Some people place creative writing as writing for literature such as poetry, short stories, and so on. Creative writing is built from two important elements, writing as a skill and creative as a mentality that tends to create.

(Kurniawan, H., & Sutardi, 2012) reveal "The creative process of writing poetry consists of four stages, namely, determination of ideas, deposition, writing, as well as editing and revision." The four processes can be described as follows:

1. Searching ideas. At this stage the poet looks for ideas/inspiration for the poem he will write. The idea can come from the author's personal inner experience such as anxiety, disappointment, happiness, and so on. It can also come from other people's experiences or based on evocative events/events, such as

natural disasters. One of the tips for getting ideas is often read books, take walks around, watch shows, plays, movies, or discuss with other people.

2. Contemplation. The next step after the idea is obtained is to contemplate or deposit the idea. This deposition is important for the idea to really mature. The deposition process is carried out, among others, by contemplation by asking various questions. For example, where do you want to take this idea? How are the words presented? What is the writing technique? The question is pondered carefully and the answer is sought by oneself.
3. Writing. When the idea has been deposited, it is time to write it down. It's best not to procrastinate, write down what's on your mind, don't revise it yet. Let the writing flow. If you are stuck or stuck, then stop first, rest your mind, look for activities that can make your mind fresher. After the mind is fresh, the writing activity is continued.
4. Editing and Revision. When an article has been written, the next step is editing and revising. Reread what was written. Editing deals with aspects of language and writing, while revision deals with content and substance.

The criteria for grading students' creative thinking levels in narrative writing are shown in the following table:

Table 1. Characteristics of Creative Writing Skills

Level	Label	Characteristics
4	Highly Creative	If students are able to demonstrate fluency, flexibility, and originality, or authenticity and flexibility in writing.
3	Creative	If students are able to demonstrate fluency, flexibility, or fluency and authenticity in writing.
2	Creative Enough	If students are able to show flexibility or originality in narrative writing.
1	Less Creative	If students are able to demonstrate fluency in narrative writing.

0	Not Creative	If students are not able to show the three aspects of creative thinking indicators in narrative writing.
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(Siswono, 2008)

Video Scribe Sparkol

Video Scribe is a multifunctional software, which means that it can be used for various animated designs on a white background with a whiteboard context. This application program was developed in 2012 by Sparkol. Video Scribe as learning media has the advantage of being able to unite and connect five media which include: text, graphics, photos, voice over, and music that can be programmed based on learning theory (Sujarwo, 2018).

Video Scribe is another word for Whiteboard animation. Whiteboard animation is an artist or artist who can create a picture outline and moving text in the whiteboard animation section. Whiteboard animation is used to write a story or subject matter. Artists also process based on written stories or subject matter from beginning to end according to the desired duration. Video Scribe Sparkol learning media is determined by reviewing various arguments, namely: 1) students generally enjoy learning to use Video Scribe Sparkol, 2) Video Scribe Sparkol learning media can present more interesting material. 3) easy use of the Video Scribe Sparkol learning tool for educators and students alike. (Latifah, 2020).

METHODOLOGY

This study used a quantitative approach. Quantitative research is an approach to test objective theory by examining the relationship between variables. These variables, in turn, can be measured, usually on an instrument, so that data containing such numbers can be analyzed using statistical procedures (Creswell, 2014).

The design used in this study is a Quasi-Experiment type of research. In this design, there were two groups namely control group and experimental group. This type of research used Pretest-Posttest design. The groups were given pretest to determine the initial state to find out whether there was a difference between experimental group and control group (Sugiyono, 2016).

Both groups took the same pre-test and post-test but only the experimental group received treatment. In this study, there were two groups used as samples, namely semester III-A as the control class (31 students), and semester III-B as the experimental class (31 students). Hence, the total samples in this study amounted to 62 students. The instrument in this study was an essay test where students had to write creatively according to the specific subject given.

The procedure of this research was that students were given a pre-test, namely an essay writing test, then the control class experienced learning using the usual lecture method, while the experimental class was treated using Video Scribe Sparkol. At the end of the second phase, the class received a post-test with the same questions.

RESULTS AND DISCUSSION

The results of the study are divided into two parts according to the hypothesis used in this study, namely:

Pretest Hypotheses:

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Posttest Hypotheses:

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

After the data on the writing skills test results were analyzed, the results of the pre-test were obtained in the form of descriptive data and inferential data. The following are the results of the descriptive data of the pre-test writing skills test.

Table 2. Descriptive Statistic Pretest

Group	N	Mean	Standard Deviation
Experiment	31	88.55	5.446
Control	31	86.97	6.641

There were two groups, each of which consisted of 31 students with the mean or the average value of the pretest was 88.55 (experiment class) and the standard deviation was 5.446. Meanwhile, in the other class, the mean or the average value was 86.97 (control class) and the standard deviation was 6.641. These initial conditions could indicate that the creative writing result of experimental class was better, more systematic and more structured in terms of writing results than the control class.

Table 3. Hypothesis Testing of Pretest

Group	t-count	t-table	Result
Experiment	1.025	2.000	H0
Control			

To answer the question of the pre-test hypothesis, the researchers calculated and analyzed the data on the results of the writing skills test using SPSS Version 25.0 and then it was obtained that the calculation, namely t-count $1.025 < t\text{-table } 2.000$ or H_0 was accepted and H_1 was rejected. In other words, from the two data groups, there were no differences in creative writing skills between the control and experimental classes where the experimental class, namely students in semester III-B, had the same writing skill scores as class III-A or the control class.

While the data from the post-test results of writing skills could be seen in descriptive data from both control and experimental groups as follows:

Tabel 4. Descriptive Statistic Posttest

Group	N	Mean	Standard Deviation
Experiment	31	89.74	9.835
Control	31	83.90	11.379

From Table 4 above, it is known that the mean or post-test average value was 89.74 for the experiment class with the standard deviation was 9.835. On the other hand, the mean or post-test average value was 83.90 for the control class with the standard deviation was 11.379. The post treatment condition of the Video Scribe Sparkol showed that the average value of class III-B was higher than class III-A.

Tabel 5. Hypothesis Testing of Posttest

Group	t-count	t-table	Result
Experiment	2.161	2.000	H1
Control			

Meanwhile, to answer the posttest hypothesis questions, the calculation results obtained are $t\text{-count } 2.161 > t\text{-table } 2.000$ or H_1 is accepted and H_0 is rejected. From the data of the two groups above, it could be concluded that there

were differences in creative writing skills between the control and experimental classes where the experimental class, namely semester III-B students, had higher creative writing skill scores than class III-A or the control class after being exposed to the Video Scribe Sparkol.

CONCLUSION AND SUGGESTIONS

The results of this study concluded several things: (1) Video Scribe Sparkol learning media was proven to be significantly used in improving students' creative writing skills; (2) Video Scribe Sparkol learning media is classified as effective and efficient in the teaching and learning process; (3) students' success rate in creative writing skills using Video Scribe Sparkol learning media increases. Based on these results, it can be concluded that the Scribe Sparkol Video learning media can be used and is very suitable for improving English creative writing skills because from the results of the study that students' creative writing abilities increase by using this learning media.

The further similar studies on the field of English teaching and learning processes need to be conducted to give more insights for the English teachers and learning media provider so that the teaching learning process will be more attractive for both the teachers and the students.

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