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Development Of Teaching Material In Narrative Text Based On Sparkol Videoscribe At MAS Raudhtul Hasanah Medan

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Abstrak

Penelitian bahan ajar pengembangan ini bertujuan untuk meningkatkan minat siswa kelas X MAS PP Raudhatul Hasanah Medan. Pengembangan bahan ajar teks naratif berbasis Sarkol VideoScribe mengadaptasi Kurikulum 2013 Kompetensi III. Keunggulan dari pengembangan berbasis Sparkol VideoScribe ini antara lain: (1) Meningkatkan materi ajar menjadi yang paling menarik dan efektif. (2) Dapat membantu meningkatkan minat siswa dalam membaca dan aktif di dalam kelas. (3) Merangsang siswa menghadiri pelajaran. (4) Meningkatkan prestasi belajar siswa dalam proses pembelajaran. (5) Membuat siswa lebih eksis. (6) Guru menikmati dan melayani dalam suasana pembelajaran. Pendekatan penelitian dan pengembangan ini akan menghasilkan produk jadi. Paradigma pengembangan lima langkah ADDIE adalah salah satu yang digunakan. Analisis, desain, pengembangan, implementasi, dan evaluasi adalah langkah-langkah pengembangan. Sebelum mencari hasil uji-t, penyelidikan menetapkan hasil normalitas dan homogenitas. T-hitung adalah 16,2 dan T-tabel adalah 1,6892 sebagai konsekuensi dari perhitungan tersebut. Karena thitung > ttabel dan terdapat perbedaan yang mencolok antara hasil belajar sebelum dan sesudah penggunaan bahan ajar berbasis Sparkol VideoScribe subtema "binatang terpelajar" pada siswa kelas X MAS PP Raudhatul Hasanah Medan, artinya Ho ditolak dan Ha diterima.

Kata Kunci: *Pengembangan Bahan Ajar, Narrative Text, Sparkol VideoScribe, Pemahaman Membaca.*

Abstract

The purpose of this development teaching the material research was to increase the students' interest in X grade MAS PP Raudhatul Hasanah Medan. The development of teaching the material narrative text based on Sarkol VideoScribe adapts of the curriculum 2013 on third competency. The advantages of this development based on Sparkol VideoScribe such as: (1) Enhance teaching the material to be the most attractive and effective. (2) Can help to improve the interesting of students in reading and being active in the classroom. (3) Stimulate students' attending of the lesson. (4) Increase students' achievement in learning process. (5) Make the students are more excited. (6) The teachers enjoy and serve in learning atmosphere. This research and development approach will result in a finished product. The five-step ADDIE development paradigm is the one that was used. Analysis, design, development, implementation, and evaluation are the development measures. Before looking for the t-test result, the investigation establishes the results of normality and homogeneity. T-count is 16,2 and T-table is 1,6892 as a consequence of the calculation. Because $t\text{-count} > t\text{-table}$ and there is a notable difference between learning outcomes prior to and following the use of teaching materials based on Sparkol VideoScribe's subtheme "the smartest animal" in X grade students at MAS PP Raudhatul Hasanah Medan, it means that H_0 was rejected and H_a was accepted.

Keyword: *Developing of Teaching the Material, Narrative Text, Sparkol VideoScribe, Reading Comprehension.*

INTRODUCTION

Teaching material is something related to classroom learning and provides an acceleration in understanding the material being taught by teachers to students to increase the students' interest in learning. Teaching materials will be interesting based on the teachers' creation in preparing the material because, human nature can be boring if the teachers use some monotonous teaching materials. The teachers challenge to create the most pleasant teaching material and enhance the learning material to be the most attractive, effective when used predetermined learning purposes.

All students will understand the text based on the video player of films or movies. More innovative information technology use by teachers is expected. Important technology is needed for giving knowledge to pupils, in addition to being used for everyday purposes alone. Videos from software like Sparkol VideoScribe are one type of information technology that can be used in the classroom.

In this contemporary period, technology is already expanding. Technology has a role in improving educational standards. Information that is comprehensive and trustworthy is one of the things that education needs the most. With the aid of technology, we will be able to learn information more quickly and easily. Information from technology is frequently found in a variety of forms, such as electronic journals, movies, films, and more. In the digital world, a teacher must be clever and innovative when incorporating technology into their lesson plans.

The majority of applications that can be used in teaching materials, particularly narrative text, allow students to create engaging and attentive lessons. In high school, the emphasis on teaching English is still on enhancing students' ability to communicate, which includes three different types of texts: interpersonal, transactional, and functional texts (Kemendikbud, 2016).

The method of teaching content includes the use of learning media, particularly when teaching narrative text-based information. The teacher should then be aware of the fascinating subject to be covered in reading class. It can aid in making reading and classroom participation more exciting for pupils.

The reality at MAS PP Raudhatul Hasanah there were many teachers who were lack in using the technology in teaching material process so that the researcher is appreciated based on this research will help the teacher in teaching material narrative based on Sparkol videoScribe. Sparkol Videoscribe as a kind of digital storytelling media in teaching reading process, the teacher should be smart and creative for using this technology in teaching learning in this era.

Sparkol Videoscribe can stimulate students' interesting and students' attending of the lesson. It can be applied in teaching learning process because, the application can add some animations, voice and picture and it looks like storytelling animation. The teacher can manage the time and can determine the time or limit the video when the teacher create the contents. The convenience of the technology is expected to increase students' achievement in learning process to the students especially the material of narrative text.

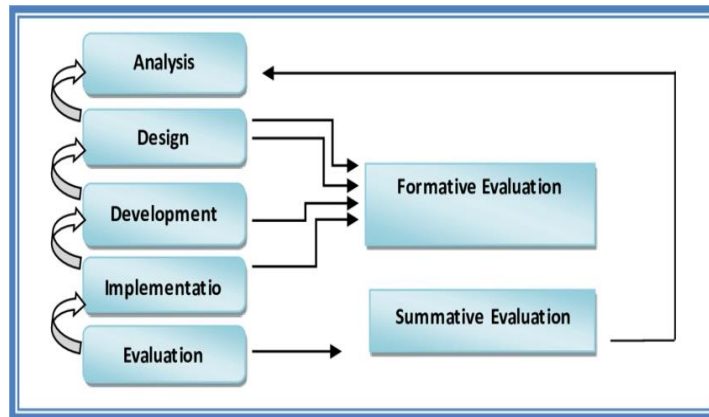
Combining visual and text imagery helps speed up pupils' comprehension in reading lessons, according to Hamdy (2017). The most crucial aspect of digital storytelling is that it is a versatile and adaptable tool that can be used in virtually all courses being taught as well as for a wide range of objectives. VideoScribe is a learning tool that may be used to create engaging and simple animated videos, particularly for teaching English, according to Athena and Kiptiyah (2018).

The use of technology is already rife among children and adolescents, one of technology is theusing of internet. It was reality because Kemkominfo stated the user of internet are at least 82 million in Indonesia so, Indonesia placed at the 8th rank of the world in using the internet. Based on the statement above the internet user of 80 percent in 82 million are children and adolescents (15-19 years old).

In teaching and learning process, the teacher must be able to divide the time for explaining the material, reading activity itself also need the time to answer the questions that have been read by the students. The lowest stage of interesting in comprehending is because students are not required to understand the information that is explicitly stated in the text (Duncan et al., 2016). This Benefits research To develop scientific knowledge and add to the scientific study either in developing learning of teaching material and media in reading skill.

RESEARCH METHODS

Research and development (R n D) goals to process a product in the form of instructional teaching the material using Sparkol VideoScribe as a media and assess the efficiency of this product in teaching the material narrative text in reading comprehension. Research and development (R n D) can raise the caliber of a product and evaluate the modifications that resulted from delaying development. Sparkol VideoScribe is based on the ADDIE Model of development since it is used as a media in teaching materials that include narrative texts (Analysis-Design-Development-Implementation-Evaluation).



Research and development (R n D) aims to process a product in the form of instructional teaching the content using Sparkol VideoScribe as a media and evaluating the efficacy of this product in teaching the material narrative text in reading. A material and a design specialist or producer of Sparkol VideoScribe, as well as a teacher at MAS PP Raudhatul Hasanah Medan, are the two subjects of the research.

The ADDIE model is adapted in the research process for creating Sparkol VideoScribe media in English subjects, which takes the form of phases to make goods that include: Analyze, Design, Development, Implementation, and Evaluation. It consists specifically of five steps, namely:

1. The process of analysis includes determining which samples of research.
2. Design refers to the process of creating the visual appearance of future media.
3. According to the media's design during the design phase, development is a component of the learning media.
4. Implementation is the stage where the produced and prepared learning media are put into use in line with roles and functions.
5. Evaluation is the process of determining the development stage of a product.

This study's tools included questionnaires, test procedures, interviews, and documentation methods. The method of calculating the average value of a function is used in data analysis techniques to analyze quantitative data validation results and determine how well the test item performed.

The formula is:

$$P = \frac{\sum X}{\sum Xi} \times 100$$

Description:

- P : the percentages are searchable (feasibility)
- $\sum X$: the amount of assessment answers
- $\sum Xi$: the highest number of answer
- 100 : integer constants

Table 3.1 the Eligibility Criteria

1. The Percentages of (%)	2. The Level of Validity	3. Eligibility Criteria
4. 90-100	5. Very Valid	6. Very decent, not need for revision
7. 75-89	8. Valid	Worthy, no need for revision
10. 65-74	11. Quite valid	12. Pretty decent, need to be revision
13. 55-64	14. Less Valid	5. Less worthy, need a revision
16. 0-54	7. It is not Valid	8. The revision is not feasible the total

This data is collecting by using t-test in order to find out the result of students' learning target or the result before and after developing teaching the material narrative text based on Sparkol VideoScribe.

The Formula is:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Description:

t : test-T

md : the average of the difference between the pretest and posttest

d : posttest score difference against the pretest each sample

n : the number of sample

RESULTS AND DISCUSSION

Both the qualitative and quantitative data collected. both the quantitative data derived from the assessment scale liker inquiry form and the qualitative data derived from the additional evaluation or advice from the validator. The following assessment criteria were used by students and the question form validator expert:

Table 4.1 the Eligibility Criteria of Teaching the Material

Score	Description
1	Not exactly, is not clear, it is not easy, not interesting
2	Less precise, less obvious, less convenient, less attractive
3	Appropriately enough, clear enough, easy enough, quite interesting
4	Precise, clear, easy, interesting
5	Very precise, very clear, very easy, very interesting

A. The Result of Validation from Content/Material Expert

1. Presentation of Quantitative Data

Teaching the material development product are submitted to Mr. Dr. Salamauddin Selian, M. Hum is teaching the material narrative text based on Sparkol VideoScribe subtheme the smartest animal. Based on the calculation above the observations made by the experts of the content/material reached 90% overall. The score is included in the criteria for valid or worthy to be used and matched with the table of eligibility criteria.

2. Presenting of Qualitative Data


The qualitative data comes from the comment and suggestion of the expert content/material about teaching the material narrative text based on Sparkol VideoScribe subtheme the smartest animal through the statement. The advice of expert content/material i.e. the material needs to be expended.

The result data of the review, assessment and discussion with content expert to revise the foundation made perfection before teaching the material component tasted on students as a user of the product development.

3. Revision of Product Development

The result of the expert assessment or response content/material, teaching the material narrative text based on Sparkol VideoScribe subtheme the smartest animal of the expert content/material i.e. the material needs to be expended.

Table 4.3 Revision Content/Material Expert

No	The revised points	Before Revision	After Revision
1.	The material needs to be expended	There has been no	

B. The Result of the Validation of Design Expert

1. Presentation of Quantitative Data

Teaching the material development product are submitted to Mr. Prof. Dr. Ahmad Laut, M. Pd is teaching the material narrative text based on Sparkol VideoScribe subtheme the smartest animal. Based on the calculation above the observation made by the expert design reaches 94%. If matched with of eligibility criteria, tis score is included in the criteria for valid or worthy to be used.

2. Presenting of Qualitative Data

The qualitative data derived from a design expert command and suggestion about teaching the material based on Sparkol VideoScribe subtheme the smartest animal through open-ended

questions will be poured. The advice from the design expert is "all design is used and have been great, there is only a few that need to be rematch the farmer character of the picture in each video.

3. Revision of Product Development

The result of the expert assessment or response content/material, teaching the material narrative text based on Sparkol VideoScribe subtheme the smartest animal of the expert content/material i.e. the farmer character rematch in each video.

C. The Result of the Validation of Subject Expert

1. Presentation of Quantitative Data

Teaching the material development product are submitted to Mr. Harianto, SS, MS, Ph. D as practitioners of teaching is teaching material based on Sparkol VideoScribe subtheme the smartest animal. Based on the calculation above the observation made by the expert design reaches 96%. If matched with of eligibility criteria, tis score is included in the criteria for valid or worthy to be used.

2. Presenting of Qualitative Data

The qualitative data comes from the commend and suggestion of the expert study on teaching the material based on Sparkol VideoScribe subtheme the smartest animal is the video of Sparkol VideoScribe was interesting and it was very good product.

The validation data is obtained from the results of testing against the teaching material based on Sparkol VideoScribe on 37 students of X grade at MAS PP Raudhatul Hasanah Medan. Based on the the percentage is retrieved overall and field trials reach 89.35%. When compared to the table the score then the eligibility criteria included in the criteria for valid or worthy because it includes interesting learning media for students. Before determining t-test we must search the result of normality data and homogeneity data. There are:

1. Normality Test

a. Pre-test

T-table at the level of significance $\alpha = 0,05$ $N > 30$

$$T\text{-table} = \frac{0,886}{\sqrt{N}} = \frac{0,886}{\sqrt{37}} = 0,146$$

$$T\text{-table} = 0,146$$

T-count is higher than $|F(z) - S(z)| = 0,1188$

T-count < T-table = $0,1188 < 0,146$ so, the data is normal distribution.

b. Post-test

T-table at the level of significance $\alpha = 0,05$ $N > 30$

$$T\text{-table} = \frac{0,886}{\sqrt{N}} = \frac{0,886}{\sqrt{37}} = 0,146$$

$$T\text{-table} = 0,146$$

T-count is higher than $|F(z) - S(z)| = 0,1174$

T-count < T-table = $0,1174 < 0,146$ so, the data is normal distribution.

2. Homogeneity Test

$$F\text{-count} = 1,06$$

F-table at the level significance 0,05

F-table = 4,11

Because of F-count < F-table = 1,06 < 4,11 so, the homogenous data as a sample that have the same character with all population.

The result of pre-test and Post-test based on T-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}}$$
$$Md = \frac{Md}{N} = \frac{750}{37} = 20,27$$
$$\sum d^2 = 17.300$$
$$(\sum d)^2 = (750)^2 = 5625.500$$
$$t = \frac{20,27}{\sqrt{\frac{17.300 - \frac{(750)^2}{37}}{37(37-1)}}} = \frac{20,27}{\sqrt{1,57}} = \frac{20,27}{1,25} = 16,2$$

T-count = 16,2

T-table: db = N-1 = 37-1 = 36

α = 0,05 or 5%

According to the calculations above, the t-count is 16,2 and the t-table is 1,6892. Because t-count > t-table and there is a notable difference between learning outcomes prior to and following the use of teaching materials based on Sparkol VideoScribe's subtheme "the smartest animal" in X grade students at MAS PP Raudhatul Hasanah Medan, it means that Ho was rejected and Ha was accepted.

CONCLUSION

The study's findings before and after the use of teaching the material based on Sparkol VideoScribe subtheme "the smartest animal" as a narrative text show a discernible difference between Ho being rejected and Ha being accepted. Based on noticing an increase in the research outcomes, Sparkol VideoScribe for X grade children can improve student accomplishment and interest.

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