

## Video Scribe Media Development Management In Improving Arabic Speaking Skills

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### Abstract

One of the relevant learning media today to improve Arabic speaking skills is audio-visual media in Video scribe. The development of video scribe media is very urgent to do. Because the characteristics of video scribe-based learning can help students to understand and improve Arabic speaking skills by presenting images, sounds, animations, and designed learning materials interestingly to achieve the expected learning objectives, this research, and development (R&D) at Kiai Haji Achmad Siddiq State Islamic University (UIN KHAS) Jember has provided a solution to the lack of Arabic learning media. Based on the test results of the validator (media, material, and design experts) on the development of the video scribe media, the score from the validator was based on the value component, namely the score from the learning media expert was 90% with a very valid/decent category, from the Arabic learning material expert got a score of 92 % with very valid/decent category. Moreover, the score from the design expert is 92% in the very valid/decent category. The field trial results using students' response questionnaire instrument denoted that video scribe media for Arabic speaking skills learning, in general, achieved 47.1%, which indicates that video scribe is an exciting media to use in learning Arabic speaking skills. Besides, the lecturer responded during implementing video scribe media that it was a suitable medium for the pandemic. Thus, it became a solution in learning Arabic speaking skills. Based on these data, the video scribe media developed is feasible to learn Arabic speaking skills.

**Keywords:** Media; Video Scribe; Speaking Skills; Arabic

### INTRODUCTION

Arabic is one of the subjects that are considered problematic by students. This is not without reason considering that most students who study at State Islamic Religious Universities (PTKIN), such as State Islamic Colleges (STAIN), State Islamic Institutes (IAIN), and State Islamic University (UIN), do not all have an Islamic background education such as Madrasah, Islamic Boarding School, Ma'had Aly and so on, not a few also come from general education graduates such as Senior High School (SMA) and Vocational High School (SMK).

Based on the results of observations and interviews conducted by the author, learning that is often used at State Islamic Religious Colleges (PTKIN), especially in the Arabic Language Education Study Program IAIN Jember is using a

conventional approach, where educators or lecturers lecture, give assignments and conclude the material. Learning. Not many educators or lecturers provide innovations and creativity in learning. This causes the atmosphere in the classroom to tend to be monotonous, where students are forced to memorize Arabic vocabulary and then order them to assemble the vocabulary in the form of sentences. It must be admitted, this kind of learning does not provide maximum results. We need a learning model that is not only interesting and fun for students but also provides mastery of the Arabic language (N.H, 2019) (Thohir, 2017) (Xieling Chen, 2021) (Rusdi, 2015) (Phiyapa Sirivedin, 2018) (Seon-Chil Kim, 2021)

Learning Arabic by utilizing media becomes more exciting and facilitates the learning process. Media can be used to increase students' learning motivation, clarify students' understanding and make learning possible with interaction and active participation from students to learn Arabic effectively (Machmudah, 2019) (Debra A.Lieberman, 2009) (Nurhidayati, 2019) (Abdullah, 2018). With learning media, educators can create a conducive, comfortable, and fun learning atmosphere to attract interest and activate students to participate in the learning process both independently and in groups (Mujib, 2012) (Indah Sari, 2020) (Alannasir, 2016) (Muhyidin Yahya, 2021). Learning media plays a vital role in learning foreign languages, especially in learning Arabic; learning media is suitable for children's students, adults, and parents.

Various research results prove that the use of media in learning Arabic is considered adequate. This can be proven by Nurul Ilmiyah's research on learning media in the Muhadatsah course in Arabic Language Education (PBA) Syaikhona Moh. Cholil Bangkalan, in the study, explained that learning using various learning media would attract students in studying muhadatsah, while the types of media used are in the form of showing Arabic cartoons, pictures, videos, and so on. With media in audio-visual, this is very useful for students in learning Arabic dialects (Ilmiyah, 2019) (Fransina Thresiana Nomleni, 2018). In Arabic, learning media are grouped into three, namely Audio Visual (al Samiyah al Bashariyah), a series of activities (Majmuatul Amal), Practicum (Majmu'atul Mulahadhoh) (Rosyidi, 2017). The grouping of media is because learning Arabic requires active senses and organs to be used in a language such as hearing, sight, and speech.

Speaking skill is one of the four language skills that must be mastered by Arabic language learners (Suaibah, 2020) (Fuqaha, 2015) (Machmud Karmila, 2018) (Zulhermindra, 2016). Currently, few Arabic students, especially students, feel insecure and even afraid to express or speak Arabic; the fear of speaking Arabic is based on the lack of mastery of Arabic vocabulary. This is not without reason, considering that students lack practice or bias in speaking Arabic as it is known that everything, especially mastery of a language, is based on habituation in using everyday language. Along with the rapid development of the times and the ease of access to information requires an educator to capture the signals of the development

of the era and manage and include them in the implementation plan of learning that is delivered to students.

One way to create a comfortable and pleasant atmosphere in learning is to use audio-visual media in the form of Videoscribe. This media is in the form of software that can be used to load various images and writings with attractive designs or animations to explain a learning concept (Audan, 2014). The Videoscribe media is used to create effective learning for Arabic learning because it can explain the complicated concepts of Arabic learning to be more exciting and fun to learn (Kirkland, 2013) (Adtman A. Hasan, 2019). Wahib Dariyadi explained that Videoscribe Software is an alternative offering that can be used to create interactive and innovative video learning media to increase student attention and activity in the Arabic learning process (Dariyadi, 2018) (Ainun Munawar, 2019). The advantage of using Sparkol Videoscribe media in the learning process is that it is not limited by space and time. In other words, students can access and use Videoscribe outside of lectures such as: at home, tourist attractions, hangout places, and so on. In addition, Videoscribe media is very suitable for students who have a tendency not only to visualize but also to audio. That way, students can practice language skills easily without any obstacles.

Based on the above problems, a solution is needed in the form of learning media to support the speaking skills of PBA IAIN Jember students; this research has developed a learning media in the form of video scribe which will present interactive videos to support speaking skills, this media contains Hadassah videos equipped with various media others such as pictures and animations to attract students' interest in speaking Arabic.

## **METHOD**

In this study, researchers used to research and developed (R&D) research, namely the research method used to produce a particular product and then test the effectiveness. For products in education such as teaching methods, educational media, and so on (Sugiyono, 2018). Which aims to develop video scribe media in learning Arabic for Arabic Language Education students at IAIN Jember. To produce a product, it is necessary to analyze the needs and test the product's effectiveness so that it can be used to learn Arabic in the broader community, so research is needed to test the effectiveness of a product.

The research model used in this research is the Hannafin and Peck development model, a product-oriented development model, such as learning videos, learning multimedia, modules, etc. According to Hannafin and Peck (Yazid, 2021) the development steps consist of three phases, namely Need Assessment (Needs Analysis Phase), Design (Design Phase), Develop/Implement (Development and Implementation Phase). The data collection instrument in this study used observation techniques, interviews, questionnaires for validators and students. To analyze the results of responses and input from the validator, use the following formula (Arikunto, 2021):

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P : Eligibility presentation

$\sum x$  : Total Number of Validator score answers (absolute value)

$\sum xi$  : The highest number of answer scores (expected value)

## RESULTS AND DISCUSSION

### Videoscribe Media In Improving Arabic Speaking Skills

In this section, the researcher will describe the data that has been obtained during the process of developing the Videoscribe media in improving Arabic speaking skills; the researcher uses the Hannafin and Peck model with three development steps, namely Need Assessment, Design, and Develop/Implement (Saputra, 2021) (Husain Husain, 2019). At the needs assessment stage, assessing the needs in the development of a product or learning media is carried out. After conducting the assessment, the results are consulted to the class teacher to receive input and suggestions. The development design stage focused on the design of learning media in flowchart and storyboard designs. A flowchart is also called a flow chart, a graphical representation of an algorithm or procedure to solve a problem.

The third stage is the development and implementation stage which includes activities to integrate, develop, and create new learning programs. After that, the learning products developed are then evaluated and revised by experts to obtain a device that fits the needs and can be implemented in the learning process directly.

As it is known that Videoscribe was first introduced in 2012 by a company in the UK with the Sparkol application, a year after the launch of this application program received a pretty good reception, with the number of users reaching 100,000 people. With Sparkol Videoscribe, a concept or procedure can be presented in an attractive multimedia form to be easily understood by the viewer. In the process of making projects at Sparkol Videoscribe, it is not necessary for someone to master other applications such as Photoshop or Corel because all attributes, both image, and audio, have been presented in full.

The function of Sparkol Videoscribe is to make animated video presentations with moving hands, writing or drawing something on the screen, like someone explaining directly on a whiteboard, so another term usually knows it, namely "Whiteboard Animation for Creating Hand Draw" (Rahmayanti, 2020). Sparkol videoscribe is used not only for business problems but also widely used as a medium for student learning in schools; according to a survey, 88% of video scribe can improve student achievement because students are more interested in seeing animated whiteboard videos, compared to a teacher explaining audio and visually on the board write actually.

Some of the features of the Sparkol Videoscribe application include:

1. Has thousands of images to choose from, so you do not need to draw or be an artist; you can also process them with.SVG image format in other applications.

2. Include music as a background from Sparkol or music of your own choice.
3. Can set the desired video duration by specifying the time of each object.
4. Can be published or created in .mp4, .wav file types or share directly to social networks such as Facebook, youtube, and sho. Co.

The following are the steps for developing video scribe media as follows:

### 1. Display the Videoscribe Application

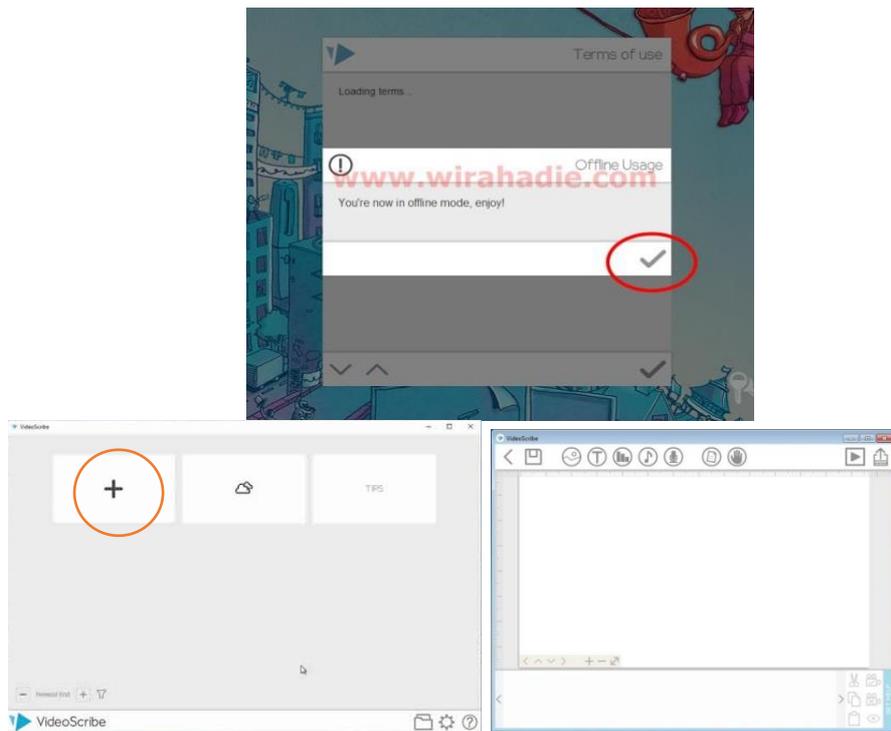
The picture below is the front view of the Videoscribe application; the researcher first installed the Videoscribe software so that the application could be run by pressing the menu button on the computer desktop, then the researcher filled in the user & password to log in to the application, previously the researcher disabled the internet network to facilitate the installation process and the Videoscribe application. It can be run offline. After logging in successfully, the next step, the researcher began to design the Videoscribe board with exciting materials and animations.



Figure 1 Front View of the Videoscribe Application

### 2. Videoscribe Application Design Sheet

At this stage, the researcher begins to design the material in the Videoscribe application sheet. The researcher presses the new button to start the project, and a white background sheet/storyboard will appear. Before the sheet appears, a display will appear containing a statement that will the researcher use offline mode? The Videoscribe application can be implemented offline or online, but researchers are worried that in developing the Videoscribe media product, it will be stopped due to the internet network if the display appears to click on the sign that shows the correct meaning. Then click the plus sign (+) to create a new page for the Videoscribe media development process.



Picture. 3 Views to start the Videoscribe media development process

### 3. Functions /Toolbar on the Videoscribe Application

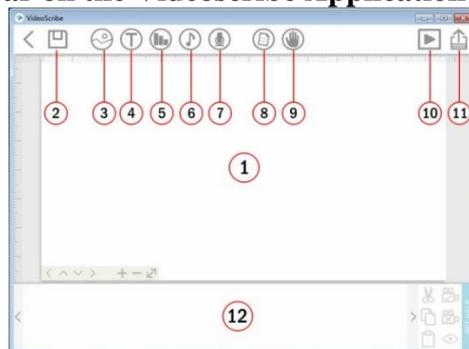


Figure 4 . Toolbar on the Videoscribe App

The toolbar contained in the application shows the functions available in the Videoscribe application, which will be explained as follows:

1. Number 1 shows the sheet or storyboard
2. Number 2 functions for saving or saving work results
3. Number 3 is used for saving, uploading animations/characters and images
4. Number 4 serves to enter text or writing
5. Number 5 functions to add the year, date, month, or in the video
6. Number 6 serves to insert music into the video

7. Number 7 serves to include recorded sound in the form of narration or sound/background to accompany the presentation of the material (as one of the essential components) in this study.
  8. Number 8 serves to change the background display on the
  9. Number 9 functions to change the animation in the video; for example a moving hand drawing has several options
  10. Number 10 serves to view the video display tampilan
  11. Number 11 serves to publish the final video/extract
  12. Number 12 serves as object display properties with available animations
- When the researcher has understood the function of the entire toolbar, the next step the researcher begins to design the material in the Videoscribe application.

#### 4. Material Design on Videoscribe

At this stage, the researcher, compiles a storyboard in each frame according to the material delivered in the video scribe application. In the presentation of the material, the researcher explained about Arabic speaking skills, then the importance of learning Arabic speaking skills. In learning a language, speaking in the language being studied (target language) becomes the basis for students to achieve learning objectives, namely being able to interact with the target language and convey messages correctly and adequately.



Figure 5 Front view on videoscribe



Figure 6 explanation of the meaning of speaking skills



Figure 7 explanation of the purpose of learning speaking skills

Before starting the study, the researcher explained the purpose of the strategy to be used in the learning process. Then the students were asked to pay attention to the pictures while listening and listening to the reading text; then, the students were asked to retell or retell the story based on the text of the story above using their language. In addition, to explore the thoughts and ideas of students' expressions in speaking Arabic, students are then given a conversation text between two students, then ask students to form small groups or pairs and practice conversations with the same theme but using their respective languages..



Picture 9 pictures described

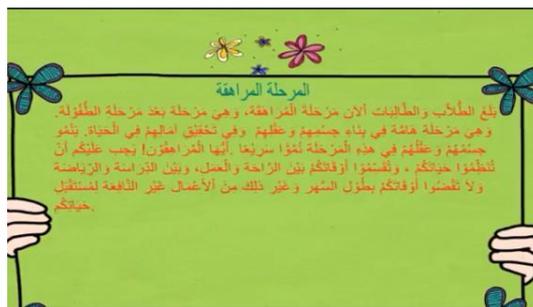


Figure 10 Reading Text with the theme المرحلة المراهقة



Figure 11 Conversation Text between Ustman and Khalid with the theme المرحلة

المراهقة

**Validator Trial****Validator/Media Expert Test Data**

The assessment criteria in the validator's questionnaire are 5 = very good/appropriate, 4 = good, 3 = sufficient, 2 = not suitable, 1 = very not good/appropriate.

Table 1.1 Results Of The Media Experts

No	Assessment Component	Number of Questions	1	2	3	4	5
1	Media Quality	8	-	-	-	5	3
2	Ease of Use of Videoscribe Media	4	-	-	-	-	4
3	Sound Quality	3	-	-	-	3	-
4	Text/Text Quality	4	-	-	-	-	4
5	Material Quality	6				3	3
6	Language Quality	5				4	1
	amount	30	-	-	-	14	16

$$\text{Total score 5} = 16 \times 5 = 80$$

$$\text{Total score 4} = 14 \times 4 = 56$$

$$\text{Formula : } P = \frac{\sum x}{\dots} \times 100\%$$

$$P = \frac{136}{150} \times 100 = 90,6\%$$

Based on the analysis in media expert validation questionnaire data, an overall score of 90.6% was obtained. Based on the table of eligibility criteria according to Arikunto (Arikunto, 2021), it can be concluded that the validator results obtained regarding the video scribe development media are very valid so that the video scribe media product can be continued to the next stage without any revision. However, suggestions and recommendations from the validator are still used as material—considerations as the basis for researchers in revising video scribe media products before field trials.

### Validator/Material Expert Test Data

The results of the validation of the material experts on the video scribe media are as follows:

The assessment criteria in the validator's questionnaire are 5 = very good/appropriate, 4 = good, 3 = sufficient, 2 = not suitable, 1 = very not good/appropriate.

Table 1.2 Results Of The Material Expert

No	Assessment Component	Number of Questions	1	2	3	4	5
1	Media Quality	8	-	-	-	5	3
2	Ease of Use of Videoscribe Media	4	-	-	-	3	1
3	Sound Quality	3	-	-	-	-	3
4	Text/Text Quality	4	-	-	-	2	2
5	Material Quality	6	-	-	-	2	4
6	Language Quality	5	-	-	-	-	5
amount		30	-	-	-	12	18

$$\text{Total Score 5} = 18 \times 5 = 90$$

$$\text{Total Score 4} = 12 \times 4 = 48$$

$$\text{Formula : } P = \frac{\sum x}{\sum xi} \times 100\%$$

$$\sum xi$$

$$P = \frac{138}{150} \times 100 = 92\%$$

Based on the analysis of the validation questionnaire data from material experts, an overall score of 92% was obtained. Based on the table of eligibility criteria according to Arikunto, it can be concluded that the validator's results obtained regarding the video scribe media development material are very valid so that the video scribe media product can be continued to the trial stage without any revisions. However, suggestions and recommendations from the validator are still considered as a basis for researchers to revise the video scribe media product before field trials.

**Data Validator/ Design Expert**

The assessment criteria in the validator's questionnaire are 5 = very good/appropriate, 4 = good, 3 = sufficient, 2 = not suitable, 1 = very not good/appropriate.

Table 1.3 Questionnaire Results From Design Experts

No	Assessment Component	Number of Questions	1	2	3	4	5
1	Media Quality	8	-	-	-	3	5
2	Ease of Use of Videoscribe Media	4	-	-	-	1	3
3	Sound Quality	3	-	-	-	-	3
4	Text/Text Quality	4	-	-	-	1	3
5	Material Quality	6	-	-	-	3	3
6	Language Quality	5			1	2	2
amount		30	-	-	1	10	19

$$\text{Total Score 5} = 19 \times 5 = 95$$

$$\text{Total Score 4} = 10 \times 4 = 40$$

$$\text{Total Score 3} = 1 \times 3 = 3$$

$$\text{Formula : } P = \frac{\sum x}{\sum \dots} \times 100\%$$

$$P = \frac{138}{150} \times 100 = 92\%$$

Based on the analysis of the validation questionnaire data from material experts, an overall score of 92% was obtained (Very valid). So that the video scribe media product can be continued to the next trial stage, but the suggestions and recommendations from the validator are still considered as the basis for researchers in revising the video scribe media product before field trials.

The trial for each component consists of the quality of media regarding screen display and layout, clarity of animation and images, image layouts and animations, image size compatibility, level of interactivity, media clarity, and attractiveness of videoscribe media getting a very valid score of 92.5%. This implies that videoscribe media attracted the interest of PBA IAIN Jember students to study. The ease of videoscribe media use got a very valid score of 95%, this result also indicates that learning using media, especially IT-based media, could simplify the learning process and could save time efficiently. Subsequently, the sound quality component got a very valid score of 100%. This shows that learning with back sound of the lecture's voice is able to support learning that easily understood by IAIN Jember students.

The Text and Writing quality components got a very valid score of 95%. Based on this score, it denotes that the quality of the writing in videoscribe design was clear, legible and interesting. Moreover, the material quality component got a very valid score of 90%. Based on the validator score, it implies that the material could be delivered well and could support students' ability to speak Arabic. Not

only that, the language quality component got a score of 84% or was very valid. Based on those score results, they indicate that the accuracy of chosen vocabulary and sentence arrangement was in accordance with Arabic rules.

Based on those data obtained by the researcher through suggestions and recommendations from media validator are as follows:

Numbers using in Arabic writing/Arabic numbers

Omit question mark of the sentence أهلا وسهلا ومرحبا

The recommendations from design validator in developing videoscribe media as follows: The layout design of videoscribe is good, simple and contains maharoh kalam learning material that is easily understood by students.

### Product Revision

After conducting small group trials and large group trials to determine the attractiveness of interactive videos using the sparkle video scribe application, the product is said to have very high attractiveness, so no re-test was carried out. Product revisions are carried out if there are deficiencies and weaknesses in the broader use of educational institution products. After the experts provided input and validated the notes on the weaknesses of the existing product designs. With the data obtained from the results of the validation of the experts, the researcher then revised the product by reducing existing weaknesses and improving them to the maximum so that they were able to produce appropriate media. At this stage, the product trial will produce conclusions about the effectiveness of the product being tested. From this stage, several shortcomings and weaknesses will be obtained, which are known from the notes and interviews with lecturers.

According to Sugiyono, in the usage test, product makers should continually evaluate how the product performs, in this case, the Arabic language learning program. Thus, the existing weaknesses can be identified so that they can be used to improve and manufacture new products (Sugiyono, 2018).

The revision of the video scribe media development was carried out to improve the Arabic speaking skills of PBA IAIN Jember students based on responses in the form of suggestions and recommendations from validators for improving video scribe media products presented in table 4.4 as follows:

Table 1.4 Data On Media Expert Responses And Arabic Learning Designs

No.	Expert Advice/Validator	Remarks	Remarks
1	Numbers using Arabic writing/numbers	Replacing numbers with Arabic numerals Revised.	Revised.
2	Fix writing ما الهدف	Adding between letters ما and sentence ما الهدف	Revised

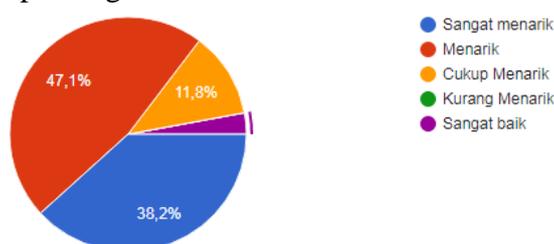
3	Remove question marks in sentences أهلا وسهلا ومرحبا	Remove question marks in sentences أهلا وسهلا ومرحبا	Revised
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Based on Table 4.4 above, it can be seen that the response data in the form of suggestions given by media experts and learning designs for the video scribe media were accepted to revise this game product.

### Result Of Field Trial

*Videoscribe* media in learning Arabic speaking skills which had already been tested by the expert of media, design and language then tested in field. Initially this media would be tested through small and large scale test but in pandemic season did not allow the researcher to carry out face-to-face learning in classroom. Consequently the researcher changed the design field trial which was applied on December 10, 2020 by using students' response questionnaire towards *videoscribe* media had been developed through google form.

The result of field trial through students' response questionnaire instruments denoted that *videoscribe* media for learning Arabic speaking skills in general got a percentage value of 47.1% which indicates that *videoscribe* media is interesting to learn in learning Arabic speaking skills.



Based on the result of questionnaire instruments through google form pointed that *videoscribe* media got a percentage of 47.1% in a very interesting category, 38.8% in an interesting category, 11.8% in a moderately interesting category, and 2.9% in less interesting category.

Meanwhile the conclusion of PBA students' comments that had filled the response questionnaire are as follows:

No	Comments and Suggestion of students towards <i>videoscribe</i> media in learning Arabic speaking skill
1	<i>Videoscribe</i> media was surely support the <i>al kalam</i> learning, because this video presented the material about the importance of learning Arabic speaking skill, followed by animations in it made it really attracts students to learn.
2	<i>Videoscribe</i> media could ease students to practice speaking Arabic using correct and compatible Arabic rule.
3	<i>Videoscribe</i> media is a form of adaptation and implementation of the influence factor of technological progress that is expected to be a

	formula of Arabic teaching especially Arabic speaking skill in the future, in this case related to enhance students' Arabic speaking skills
4	<i>Videoscribe</i> media is indeed appropriate to be implemented during this pandemic season. The existence of such this media makes students more independent in learning

Videoscribe media in learning speaking Arabic skills was implemented to students who had already enrolled *muhawaroh* course in the 2019/2020 odd semester on 10 December 2020.

## CONCLUSION

This video scribe media in the form of software can be used to load various images and writings with attractive designs or animations to explain a learning concept. Based on the test results of the validator (media, material, and design experts) on the development of the video scribe media, the score from the validator was based on the value component, namely the score from the learning media expert was 90% with a very valid/decent category, from the Arabic learning material expert got a score of 92 % with very valid/decent category. Moreover, the score from the design expert is 92% in the very valid/decent category. Based on these data, it shows that the video scribe media developed is feasible to use in learning Arabic speaking skills. Along with the development of the times that are so fast and easy access to information requires an educator to capture the signals of the development of the era and manage and include them in the implementation plan of learning that is delivered to students.

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