

The Use of VideoScribe Training to Improve Professional Competence of MTs EFL teachers in Pinrang

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Abstract

This study aims to improve the professional competence of teachers in designing English learning materials through VideoScribe training. This study was action research. The training was given to 5 English teachers at the Madrasah Tsanawiyah level (Islamic junior high school). Data were collected by using rubric, observation, and interviews. The results show that teachers can operate VideoScribe application after receiving learning technology training with training materials including: (1) creating teachers' account, (2) designing background, (3) adding pictures and setting the time duration, (4) adding text and setting the time duration, (5) operating, copy, cut, paste, (6) adding scribe hands, (7) setting camera and clear element's camera, (8) adding music or voiceover, and (9) downloading the scribe video. Indicators of the teacher's professional competence in operating VideoScribe: (1) being able to understand all the features of VideoScribe, and (2) being able to independently, accurately, and speedily operate all the features in VideoScribe application.

Keywords: *VideoScribe, teachers professional competence, training*

Introduction

The integration of ICT in the learning process changes the teacher's role as a teacher to become a facilitator, collaborator, mentor, coach, director and learning partner who can provide students with many choices and responsibilities to be able to experience learning events. Nowadays, learning must be integrated with technology and communication. By utilizing technology, Purba, et al (2020) said that teachers can present difficult concepts in an interesting and fun way so students can easily understand them. Therefore, teachers must have the ability and develop technology-based learning media. This is intended to create innovation in classroom learning.

However, in reality, not all teachers utilize ICT in carrying out the learning activities they provide even though they already understand that this type of learning strategy really supports increasing competence or helps students' level of mastery of the subject matter. Why does this situation occur? Some teachers, even though they already know the potential for advances in ICT and may even have used ICT for their own benefit in their daily lives, in reality not all of them have used it for the benefit of their students' learning. Teachers may not be able to operate some applications that can be applied in

language teaching. Therefore, technology-based learning media training for language teachers, who in this study are English teachers, is really needed to help teachers become familiar with technology and improve their professional competence.

One element of learning media that can stimulate students' interest and attention and is integrated with ICT is video-based learning media developed by Sparkol, namely VideoScribe. Zaini, et al (2022: 396-397) stated that VideoScribe has appeal as a learning medium, besides that VideoScribe is also effective in improving student learning outcomes. VideoScribe can help users create animated whiteboards just like we write on a blackboard but this is done online.

Some previous studies about VideoScribe focused on the use of VideoScribe in improving students' learning outcomes, their interest in learning, even their abilities. Besides that, a study about the development of VideoScribe-based media has been carried out. However, study on improving the teachers' competence, especially their professional competence by using VideoScribe training is still lacking. The previous study related to the VideoScribe application was: the first issues related to the used of VideoScribe to improve the students' abilities are the (Sarifah and Ulfa, 2020), improve the students' writing (Sudana et al, 2021), improve the students' grammar (Rojabi & Viola, 2021). The second is the use of VideoScribe improve students' outcome (Zaini et al, 2022). The third is the use VideoScribe to improve the students' interest (Yuniarti and Trisna, 2022; Mamase et al, 2019). The fourth is to develop interactive learning media based on VideoScribe (Astriawati, 2020; Manzilinina et al, 2020). The four issues realated to VideoScribe show that study on improving the teachers' competence, especially their professional competence by using VideoScribe training is still lacking.

This study aimed to improve EFL teachers' professional competence in developing learning material by using VideoScribe application. This study complemented previous studies which tend to only pay attention in designing media and improve students' ability, learning outcomes, and learning interest. The research question in this study is "How does VideoScribe training improve EFL teachers' professional competence?"

Method

This study use an action research method focused on efforts to improve English teachers' professional competence. The population of this study is EFL Madrasah Tsanawiyah (MTs) Teachers at Pinrang. The researcher used purposive sampling technique under consideration of the teachers who can operate ICT and editing application. The researcher only took five teachers from different Madrasah Tsanawiyah at Pinrang, namely one teacher from MTs Negeri Pinrang, one teacher from MTs IUJ DDI Lerang-Lerang, two teachers from MTs Ma'arif, and one teacher from MTs DDI Pacongong. In collecting data, the researcher used observation, interview, and rubric. Observation and interview were used to collect data on teachers' obstacles and difficulties in operating VideoScribe application. Rubric was used to collect data on teachers' competence in operating VideoScribe application. The researcher used data reduction, data display to verification, and conclusion as her techniques of data analysis.

Results

Cycle I

Planning

The purpose of the training is that teachers can operate all the features of VideoScribe application accurately, independently, and speedily. The activities include:

(1) explanation of material about the functions of the features of VideoScribe by trainers, (2) demonstration of VideoScribe features by trainer, (3) practice; teachers are asked to make scribe video with the guidance of a trainer, and (4) teachers design scribe video personally.

Action and Observation

Teachers account creation

The researcher observed the teachers in this activity were active in listening the trainer. In this activity the researcher found that teachers do not experience difficulties in creating their own VideoScribe account. The following are the teachers' results interview:

Table 1. Teachers' perceptions on creating VideoScribe Account

Teachers	Interview Data
T1	In my opinion, creating account is very easy and I did not find difficulty.
T2	Creating account is easy, but I had an obstacle in the email verification before because my internet is very low.
T3	Easy because it is same when I create social media account.
T4	I did not find any difficulty in creating my VideoScribe account.
T5	Creating VideoScribe account is easy because it is the same as creating other social media.

The table above showed that all the teachers did not have any problems related to training material and activity. Only one teacher got an obstacle related to the network. This obstacle was not related to the researcher's focus because this obstacle was an external factor. Based on the teachers' scribe video the researcher used rubric to conclude the teachers' competence and the result showed that all the teachers understand training material and can create their account independently, accurately, and speedily.

Designing background

The researcher observed the teachers in the explanation and demonstration activities. The researcher found the teachers were active in listening to the trainer, active in taking notes on things they considered important. In the practice activities, the researcher found the teachers were enthusiastic in designing their background worksheet, such as choosing color, texture, and vignette. For further information, the results of teachers interviews can be seen in the table below:

Table 2. Teachers' perceptions of designing background

Teachers	Interview Data
T1	To design the background, I think is easy because we just have to select color and background types.
T2	It is easy and I did not find any obstacles to operate this feature.
T3	For me, this feature is easy to operate. I did not encounter any problems.
T4	In my opinion, to design a background is easy to operate.
T5	I did not find any problems and difficulties in operating this feature.

Table shows that all the teachers understand and can operate the feature of background options and they do not have any problems and difficulties while operating this feature. Based on the result of teachers' independent task the researcher found that all the teachers can design their background worksheet independently, accurately, and speedily. The results of teachers' activities can be seen in their scribe video.

Adding picture and setting the time duration

In the training activities, it was found that teachers have obstacles in adding pictures and editing the time duration. Below are the results of interviews who have obstacle in adding pictures:

Table 3. Teachers' obstacle in adding pictures and setting the time duration

Teachers	Interview Data
T1	To add images, I did not experience difficulty, but I could not specify the time duration because I was still confused to differentiate between the three-time duration options.
T2	I had an obstacle when I wanted to add images, the images load took a long time.

Table shows that one teacher has an obstacle with the quality of the network and another teacher has an obstacle to set the time duration. In the training activity the trainer helps the teacher who can't differentiate the three options. After giving an explanation, the teacher understands and can set the time duration. In adding pictures and setting the time duration all the teachers can operate this feature independently, accurately, and speedily.

Adding text and setting the time duration

In this training material the researcher found the teachers active in listening to the trainers' explanation and demonstration. In the practice activities, the teachers were enthusiastic about choosing fonts. During adding texts and setting the time duration activities, the teachers did not find difficulties. The table below are the results of interviews with the teachers:

Table 4. Teachers' perception of adding text and setting the time duration

Teachers	Interview Data
T1	To add texts and set the time duration, I can operate them because the process is the same as adding pictures.
T2	Adding texts and setting the time duration are easy and I did not have obstacles to adding texts because it did not take a long time to load the fonts.
T3	I did not encounter any problems. I was just confused about choosing fonts because there were many fonts that I thought were good.
T4	I think this feature is very easy because the process is the same as the previous feature.
T5	In my opinion, there is no problem to operate this feature. I just need a long time to choose fonts.

Table 4 shows that from five teachers there are two teachers who take a long time to choose fonts. In this training activities teachers did not get problems related to the training materials. It means the teachers understand training materials and can operate this feature. In adding and setting the time duration of the text, teachers understand and are able to operate it accurately, independently, and speedily based on the result of the scribe video they have made.

Adding scribe hand

In this activity, the researcher observed that all teachers paid attention to listening to the explanation and demonstration by the trainer. In the practice activity, the teacher looked enthusiastic about choosing scribe hand types, such as pens, chalk, crayons, markers, pencils, and hand animations. During this activity, the teachers did not encounter any problems related to the training material. The results of teachers' interviews can be seen in the table below:

Table 5. Teachers' perception of adding scribe hands feature

Teachers	Interview Data
T1	It is Easy, but I had an obstacle when I wanted to add scribe hand, the scribe hand load took a long time.
T2	I did not experience any problems. I just needed a long time to choose scribe hands because there were many types.
T3	For me, adding a scribe hand is easy. The only problem is my laptop.
T4	Adding scribe hands is very easy. The only problem is the quality of my network.
T5	In my opinion, there is no problem with adding scribe hands.

Table 5 shows that two teachers have problems with the quality of the network and one teacher has a problem with her laptop freezing. Teachers did not get problems or difficulties related to the training material. The teachers get problems related to the facility, but the trainer and the researcher solve the teachers' problems. Those problems are external factors during training activity. Because it does not affect the training material, it can be concluded that the teacher understands and can operate this feature.

Setting camera to current position and clear element's camera position

All teachers are active in listening when the trainer explains and demonstrates the training material. While only two teachers are active in taking notes and active in asking questions. For the teachers who asked questions, the trainer answered their questions. For further information, the results of teachers interviews can be seen in the table below:

Table 6. Teachers' perception of setting camera to current position and clear elements' camera position features

Teachers	Interview Data
T1	In my opinion this feature is easy to operate.
T2	I did not encounter any problems. So far I can understand and operate it.
T3	Earlier I was confused about knowing which images and text the camera position had been adjusted to, but after the trainer explained it now understands and can operate this feature.
T4	I still do not understand how to operate this feature. Sometimes I forget to set it and there are still some images and text that are cropped when I display them.
T5	To operate this feature is quite easy. I did not have difficulty operating it.

The table shows that from five teachers only one teacher cannot understand and cannot operate this feature. Besides those problems, she has a problem with forgetfulness. It indicates that only one teacher cannot understand training material and cannot operate the setting camera to the current position and clear elements' position features accurately, independently, and speedily.

Adding scribe music or voiceover

The researcher observed the teacher during this activity. The trainer found the teachers looked enthusiastic about asking because of the teachers' curiosity about the voiceover features. In the practice activity, the teachers looked at working seriously. In this activity, the teachers did not have any problems and obstacles in adding scribe music or voiceover. The results of teachers' interviews can be seen below:

Table 7. Teachers' perception of adding music or voiceover

Teachers	Interview Data
T1	I can operate it. I chose to add music in my video.
T2	Adding music is easy. I got a problem when I load the music.
T3	I did not find a problem in adding voiceover to my video.
T4	For me I chose adding music. I can operate it well.
T5	I chose to operate by adding voiceover. At first I wasn't used to features like this, but after I tried again and again I got the hang of it.

Table shows that two teachers have problems operating this feature. One teacher has a problem with the quality of her network and another teacher has a problem due to lack of adaptation to this feature. Those problems do not relate to the training materials and activity. It means that all the teachers understand the training material and can operate this feature. Teachers' ability in adding music or voiceover features accurately, independently, and speedily can be seen in their scribe video.

Downloading scribe video

At the last activity, the researcher observed the teachers during the training. The teachers paid serious attention to the trainer's explanation and demonstration. In the practice activity, the teachers looked at working seriously. In the training activity, it was found that the teachers do not encounter any difficulties in downloading the scribe video. The results of teachers interviews can be seen below:

Table 8. teachers' perception of downloading scribe video

Teachers	Interview Data
T1	I can operate it, but the duration of downloading my video is very long.
T2	I did not find any problems while downloading my video.
T3	In my opinion, there is no problem to operate this feature. I just need a long time to download my video.
T4	I understand and can operate this feature without any problems.
T5	Downloading my video is easy.

Table above shows that from five teachers, only two teachers have obstacles with the quality of the network. The problem does not relate to the training material and activity. It indicates that all the teachers understand and can operate this feature. Teachers' ability in downloading their scribe video accurately, independently, and speedily can be seen in their scribe video.

Reflection

The data on action show that teachers understand and can create their account, designing background, adding pictures, texts and edit time duration, operating copy, cut, and paste, adding charts, scribe music, voiceover, and scribe hand, setting camera to current position and clear element's camera position, downloading scribe video. However, one teacher who has not achieved maximum results because she is still difficult and sometimes forgets to set camera to the current position feature. This one is a serious problem because it is an important step of the application to be known by the teachers, thus that the teachers' ability to use learning application can improve. To solve the teacher's problems above, the researcher changed the previous training method into a coaching method for cycle II.

Cycle II Planning

The methods that the researcher used in cycle II is a coaching method. Coaching is an effort to unlock a person's potential to maximize competence by emphasis on helping them learn, not just teaching them.

Action and Observation

In action activities the researcher only focuses on improving teachers' ability in setting camera to current position and clear element's camera position features. In the training activities the researcher used a coaching method and asked the teacher about her problems and difficulties in operating the features. In the practice activities, the researcher helped the teacher by giving feedback. At the last activity, the researcher asked the teacher to create her own scribe video. In the Cycle II, the teacher can operate the features accurately, independently, and speedily. The teacher's result interview can be seen below:

Table 9. Teacher's Perception of setting camera to current position and clear elements' camera position features in Cycle II

Teachers	Interview Data
T4	After applying the coaching method, I could operate the features accurately and independently.

Table above shows that changing the method into coaching method is very helpful for the teacher. By applying the coaching method, the teacher can learn and work independently without the help of the researcher. Based on the teachers' scribe video the researcher used rubric to conclude the teachers' competence and the result showed that the teacher understands training material and can operate the features independently, accurately, and speedily.

Discussion

In the action research conducted in the fourth MTs. schools in Pinrang, this study used three methods, such as lecture method, demonstration method, and cooperative learning method in Cycle I and the coaching method in Cycle II which was carried out one day each for training and coaching method. This study succeeded in improving the teachers' professional competency in the use of IT-based learning media, especially the use of the VideoScribe application. Teachers are able to achieve the training targets that have been determined by the researcher. This study also contributes to the teachers in compiling, developing, and delivering teaching materials to students interactively in offline or online learning. The researcher provides independent assignment for the teachers to make Scribe video based on their teaching material that they had prepared. Started by creating teachers' account, designing background, adding texts, pictures, and edit time duration, adding scribe hand, setting camera and clear it, adding music and voiceover, downloading Scribe video.

The improvement in the teachers' professional competence in terms of the use of technology-based learning media is evidenced by the result of the teachers' Scribe video. In the Cycle I from five teachers only one teacher has no maximum result because she can't operate one feature of VideoScribe accurately, speedily and independently. Because there is one teacher who has a minimum result, the researcher does the Cycle II to improve one teacher's professional competence. In the Cycle II the teacher did not need a long time to complete independent task given by the researcher. This is because

the teacher focuses more by applying coaching method, thus the researcher concludes that the teacher lacks her focus in cycle I.

In Cycle II the teacher ability has reached the training target that has been set. Thus the VideoScribe training proved to be successful. The teacher understands and is able to operate the setting camera to the current position and clear element's camera position features independently, accurately and speedily. This also makes the teachers more creative and innovative in creating teaching material that refer to improving teachers' professional competence.

Based on the research described, the VideoScribe training improves the professional competence of teachers in offline and online teaching. In line with previous research, this study has different advantages. The difference of this study from other research is this study used rubric as a tool to measure teachers' professional competence. While the advantages of this study are the teachers' have the opportunity to improve their professional competence by participating in training organized by researchers and the teachers get to know new applications that they can apply in their teaching process.

Conclusion

The use of the VideoScribe application shows that four teachers get maximum result and one teacher get minimum result for two features namely setting camera to current position and clear element's camera position only one teacher is not yet proficient operate it independently, accurately, and speedily in Cycle I. Even though the teachers have obstacle such as poor network connection and the capacity of their laptop, but those obstacles are not too significant to this study. In Cycle II, the one teacher who was not proficient was given a coaching method. The guidance focuses on all the features of VideoScribe specially setting camera to current position and clear element's. After applying the coaching method, the teacher's ability has improved, namely being able to operate all the features independently, accurately, and speedily. From the results above, it can be concluded that the professional competence of English teachers at five differences Madrasah Tsanawiyah in Pinrang have improved. In idea Widyaningrum et al (2019) the characteristic of teachers' professional competence is that the teachers creative in building and producing educational work like learning media.

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