

## DEVELOPMENT OF TEACHING MATERIAL IN NARRATIVE TEXT BASED ON SPARKOL VEDIOSCRIBE AT MAS PP RAUDHTUL HASANAH MEDAN

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**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 exited. (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-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  $H_0$  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 the using of internet. It was reality because Kemkominfo stated the user of internet are at least 82 million in Indonesia so, Indonesia placed at the 8<sup>th</sup> 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.

## **THEORY**

Research development is a stage in the process to create a new product or enhance and complement the one that already exists. Development is the methodical application of information or expertise aimed at creating useful materials, devices, systems, or methods, comprising design, development, and improvement priorities as well as new procedures to satisfy particular requirements (Nusa Putra : 2012).

The resources that teachers and instructors use in schools to help pupils learn and comprehend concepts are known as teaching materials. Another important factor that would encourage student learning and aid in the accomplishment of academic goals and objectives. The development of the teaching-learning materials should be the main emphasis of the educators. They research and promote modern and innovative methods to enrich the system of education (Radhika Kapur: 2019)

To improve the educational system, they must do study and advance cutting-edge practices (Radhika Kapur: 2019)

Teaching-learning The materials come in a variety of forms and are categorized in different ways: Audio and video, a textbook, maps, charts, posters, and models, as well as a computer, an overhead projector, and power point slides are all examples of teaching aids. Teaching Learning Resources, n.d.

One of the hardest subjects for teachers to cover in the classroom is reading comprehension, despite the fact that it is one of the most crucial skills for a language student to master. However, the majority of students struggle to deduce meaning from written materials. Muhammad Kamarul Kabilan Abdullah, Hairul Nizam Ismail, and Mohammad Reza Ahmadi (2013).

There are two different kinds of reading. They are:

a. Expensive reading

While Hafiz and Tudor (1989, as cited in Alyousef 2005) stated that exposing learners to a large quantity of interesting and meaningful materials and activities will have a significant impact on the learners' knowledge of L2,

skimming and scanning activities still have a significant impact on the learners' knowledge of L2.

b. Intensive reading

In this kind of reading, students read a page to determine its meaning and become familiar with the writing techniques. Students can practice these strategies fundamentally through this reading, which is based on a variety of materials. These techniques can either be learner- or text-related. Intensive reading is beneficial to improving reading comprehension, according to Yang, Dai, and Gao (2012). Intensive reading is seen as an important tool for enhancing reading comprehension, according to Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011).

A narrative text is one that describes an event or an experience. Themes, plots, characters, and settings are all elements that are included in many types of narrative writing. The objectives of narrative writing are to entertain and instruct the audience.

There are five standard narrative text structures:

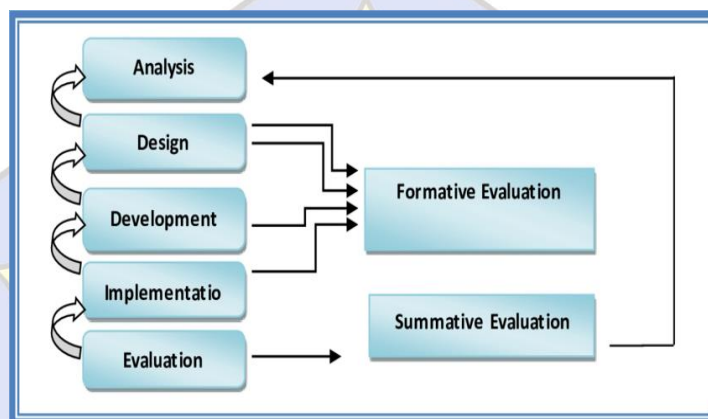
- 1) Direction
- 2) Complication
- 3) Re-orientation
- 4) Resolution

The software that we may use to easily create white-set animation designs is called VideoScribe. 2012 saw the development of this program by sparkol (one of the companies that are in the United Kingdom). This software has 100 hundred more users exactly a year after it was made public and published.(join air : 2014)

There are two types and two versions of VideoScribe. the first form of online and the following form of offline. Users of Internet Explorer can use this program for free or for a fee for 30 days, whereas the first edition is a trial version. Users are then prompted to upgrade to the pro version. Users must pay for or purchase software to access the pro version. (2017, obilearning.blogspot.com)

## 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

The Percentages of (%)	The Level of Validity	Eligibility Criteria
90-100	Very Valid	Very decent, not need for revision
75-89	Valid	Worthy, no need for revision
65-74	Quite valid	Pretty decent, need to be revision
55-64	Less Valid	Less worthy, need a revision
0-54	It is not Valid	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:

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

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. The final assessment result of quantitative data raised through instrument form a thematic study questionnaire based on Sparkol VideoScribe can be seen in the following table:

Table 4.2 the Result of the Assessment the Content/Material Expert

No	Criteria	$x$	$x_i$	P (%)	Rates valid	Description
1.	Clarity of formulation of topics on teaching the material based <i>Sparkol VideoScribe</i>	5	5	100	Valid	No Revision
2.	The suitability of the content of teaching the material based on Sparkol VideoScribe with learning curriculum 2013	5	5	100	Very Valid	No Revision
3.	Consistency and systematic presentation of learning content in teaching the material based on Sparkol VideoScribe	4	5	80	Valid	No Revision
4.	The suitability of the scope of the material presented in the Sparkol VideoScribe	4	5	80	Very Valid	No Revision
5.	The suitability of the use of languages in the Sparkol VideoScribe students with an understanding	4	5	80	Valid	No Revision
6.	The suitability of images in clear Material	5	5	100	Valid	No Revision
7.	The clarity of the text and narrative in the Sparkol VideoScribe	4	5	80	Valid	No Revision
8.	The material in the Sparkol VideoScribe can motivate students to learn	5	5	100	Valid	No Revision
<b>Total</b>		<b>36</b>	<b>40</b>	<b>90 %</b>	<b>Valid</b>	<b>No Revision</b>

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

$$P = \frac{36}{40} \times 100\%$$

$$P = 90\%$$

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 expanded.

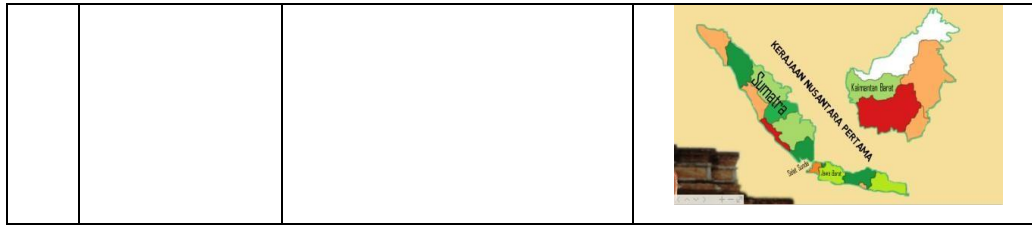
The result data of the review, assessment and discussion with content expert to revise the foundation made perfection before teaching the material component tasted on students as a user of the product development.

## 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 expanded.

Table 4.3 Revision Content/Material Expert

No	The revised points	Before Revision	After Revision
1.	The material needs to be expanded	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. The final assessment result of quantitative data raised through instrument form a thematic study questionnaire based on Sparkol VideoScribe can be seen in the following table:

Table 4.4 the Result of the Validation of Design Expert

No	Criteria	$x$	$x_i$	P(%)	Rates valid	Description
1.	Interested model of teaching the material based on development Sparkol design VideoScribe	5	5	100	Very Valid	No Revision
2.	Interested of media design layout opener at teaching the material based on Sparkol VideoScribe	5	5	100	Very Valid	No Revision
3.	The suitability of the usage of fonts and colors in teaching the material based on Sparkol VideoScribe	4	5	80	Valid	No Revision
4.	The suitability of the selection of the images used in teaching the material based on Sparkol	4	5	80	Valid	No Revision

	VideoScribe					
5.	Interested of animation effects in teaching the material based on Sparkol VideoScribe	5	5	80	Valid	No Revision
6.	Interested music accompanist on Teaching the material based on Sparkol VideoScribe	5	5	100	Very Valid	No Revision
7.	The narrative voice clarity on teaching the material based on Sparkol VideoScribe	4	5	80	Valid	No Revision
8.	The suitability of the time spent in teaching the material based on Sparkol VideoScribe	5	5	80	Valid	No Revision
9.	Easy of understanding the subject matter in teaching the material based on Sparkol VideoScribe	5	5	80	Valid	No Revision
10.	The effectiveness of teaching the material based on Sparkol VideoScribe developed in the learning activities	5	5	80	Valid	No Revision
<b>Total</b>		<b>43</b>	<b>50</b>	<b>94</b> <b>%</b>	<b>Valid</b>	<b>No</b> <b>Revision</b>

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

$$P = \frac{47}{50} \times 100\%$$

**P = 94%**

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.

1. 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.

2. 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.

Table 4.5 Revision Design Expert

No .	The Revised Points	Before Revision	After Revision
1.	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. The final assessment result of quantitative data raised

through instrument form a thematic study questionnaire based on Sparkol VideoScribe can be seen in the following table:

Table 4.6 Expert Assessment of Teaching the Material Outcomes

Number	Criteria	$x$	$x_i$	P(%)	Rates valid	Description
1.	The suitability of the material with KI and KD	4	5	80	Valid	No Revision
2.	Systematic presentation of the Material	5	5	80	Valid	No Revision
3.	Truth and clarity of the material Description	5	5	80	Valid	No Revision
4.	The material the easiest understanding of students	5	5	80	Valid	No Revision
5.	The suitability of images to clarify the matter	5	5	80	Valid	No Revision
6.	The use of appropriate language in explaining the material	4	5	80	Valid	No Revision
7.	The suitability of the material for understanding the scope of students	5	5	100	Very valid	No Revision
8.	The clarity of the text and narrative in the teaching material based on Sparkol VideoScribe	5	5	80	Valid	No Revision
9.	The suitability of the time spent in teaching material based on Sparkol VideoScribe	5	5	80	Valid	No Revision
10.	Media design teaching material based on Sparkol VideoScribe in accordance with the characteristics of students	5	5	80	Valid	No Revision

<b>Total</b>	<b>48</b>	<b>50</b>	<b>96 %</b>	<b>Valid</b>	<b>No Revision</b>
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$$P = \frac{\Sigma X}{\Sigma Xi} \times 100\%$$

$$P = \frac{48}{50} \times 100\%$$

$$P = 96\%$$

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.

### 4.1 The Teaching Material Interest

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. Exposure to the quantitative data from results of the field test are as follows:

Table 4.7 Data Product Interest

Subject Students	Aspects of Assessment										$\Sigma N$	$\times_1$	P(%)
	1	2	3	4	5	6	7	8	9	10			
1	5	5	4	4	5	4	5	5	4	5	46	50	92
2	5	4	4	3	3	5	5	4	4	3	40	50	80
3	5	4	4	3	4	5	5	4	4	3	41	50	82
4	4	5	5	4	5	4	4	4	5	5	45	50	90
5	5	4	4	5	5	3	4	5	4	5	44	50	88
6	5	5	3	5	5	3	5	5	5	4	45	50	90
7	4	5	4	5	4	5	4	5	4	5	45	50	90
8	4	5	4	5	5	4	5	5	4	5	46	50	92
9	5	4	5	4	5	3	3	5	5	5	44	50	88
10	5	5	5	5	5	5	5	5	5	5	50	50	100
11	4	5	4	4	5	4	4	4	5	5	44	50	88
12	5	4	2	5	5	4	3	5	4	5	42	50	84
13	5	5	4	5	5	4	5	5	5	4	47	50	94
14	4	4	5	4	4	2	3	4	2	4	36	50	72
15	5	5	5	4	5	4	4	5	4	5	46	50	92
16	5	4	5	5	5	4	5	4	4	5	46	50	92
17	4	4	4	4	4	5	5	5	4	5	44	50	88
18	5	5	5	5	5	5	4	4	4	5	47	50	94
19	4	5	4	5	5	5	5	4	5	5	47	50	94
20	5	4	4	5	5	4	5	4	5	5	46	50	92
21	4	5	5	4	4	4	5	4	5	4	44	50	88
22	5	5	5	5	5	5	5	5	5	5	50	50	100
23	5	4	5	5	4	5	4	3	4	5	44	50	88
24	4	4	4	5	5	4	4	5	4	4	43	50	86
25	4	4	4	4	4	4	4	4	4	4	40	50	80



26	4	5	4	5	5	5	4	5	5	5	47	50	94
27	5	4	4	5	4	5	3	4	4	5	43	50	86
28	4	5	4	5	5	4	4	5	4	4	44	50	88
29	5	5	5	4	4	3	5	4	5	5	45	50	90
30	4	5	5	3	4	4	5	5	5	4	44	50	88
31	5	5	5	5	5	5	5	5	5	5	50	50	100
32	5	4	5	4	5	4	5	4	5	4	45	50	90
33	4	5	3	4	5	5	5	4	5	4	44	50	88
34	5	4	4	5	4	5	5	5	4	4	45	50	90
35	5	5	4	5	5	4	5	5	5	5	48	50	96
36	5	5	5	4	5	5	5	5	5	5	49	50	98
37	4	4	5	4	4	5	3	4	5	4	42	50	84
$\Sigma$	17	169	16	16	17	158	16	16	16	169	1658	1850	3306
$\times$	0		0	5	1		4	7	5				
$\Sigma x_i$	185	185	185	185	185	185	185	185	185	185	1850	1850	3700
%	91,4	90,8	85,9	88,6	91,9	84,9	88,1	89,7	88,6	90,8	89,08	100	89,35

Description:

Aspects of Assessment 1 : Teaching the Material based on Sparkol VideoScribe facilitate the students in learning.

Aspects of Assessment 2 : Teaching the Material based on Sparkol VideoScribe give the spirit in learning activities of students.

Aspects of Assessment 3 : The convenience of the students to understand the material that exists on teaching the material based on Sparkol VideoScribe.

Aspects of Assessment 4 : The suitability of the type and size font of teaching the material based on Sparkol VideoScribe

Aspects of Assessment 5 : The clarity of the using words in teaching the material based on Sparkol VideoScribe.

Aspects of Assessment 6 : The precision of the language used on teaching the material based on Sparkol VideoScribe.

Aspects of Assessment 7 : Conformity and attraction of images and colors found on teaching the material based on Sparkol VideoScribe.

Aspects of Assessment 8 : Voice clarity compilers used in teaching the material based on Sparkol VideoScribe.

Aspects of Assessment 9 : Suitability and interest in musical accompaniment on teaching the material based on Sparkol VideoScribe.

Aspects of Assessment 10 : Teaching the material based on Sparkol VideoScribe helps students to understand the text of the smartest animal.

Subject Students : The respondent's students

$x_1$  : The total of ideal score for each respondent/students

$\sum N$  : The total of score for each respondent/students

$\sum x$  : The total score for each item

$\sum x_i$  : The total of each item of the ideally score

The next step is the data analysis. Here is the percentage rate of interest teaching the material based on Sparkol VideoScribe subtheme the smartest

animal: 
$$P = \frac{\sum X}{\sum x_i} \times 100\%$$

$$P = \frac{3306}{3700} \times 100\%$$

$$P = 98,35\%$$

Based on the calculation above 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

$$F\text{-table} = 4,11$$

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

$\alpha = 0,05$  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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