

Enhancement Think Critical in Learning Write Biography Text Using *Videoscribe* Students in Class X

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ABSTRACT

Study This started from problem low Skills think critical participant educate in learning write text biography. The aims of this study is know enhancement Skills think critical in learning write text biography using *videograph* media on participant educate class X at SMA Negeri 1 Ciranjang . This Study apply approach quantitative, using design study *Pre- Experimental Design* in the form *One-Group Pretest-Posttest Design*. Technique deep data collection study This use sheet test. As for technique deep data analysis study This use test normality And test *wilcoxon* For know enhancement Skills think critical in learning write text biography use *videoscribe*. The results study showing that use of *video scribing* media can increase Skills think critical participant educate class X in learning write text biography, p This proven based on acquisition mark on *pretest* obtained _ the average value of 61.20 then increase become 88.00 on *post test*.

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INTRODUCTION

Literacy activities are closely related to writing activities. Writing is an activity of expressing information, messages, ideas, or opinions presented in written form. In addition, writing activities have an important role for everyone, because with the existence of writing skills, a person can develop pattern he thought Be logical and structured. As revealed by Aritonang (2018: 6) writing is important in education because writing makes it easier for students to think and can help encourage critical thinking.

Critical thinking is a skill needed in writing activities because writing activities require the ability to capture information that can be presented logically (Purwati et al, 2022: 88) .In addition, changes in the world of education have an impact on the demand for understanding the concept of 21st century skills, where students are required to have 6C skills. According to Subrata (Tjahjani et al, 2020: 7) skills 6C covers character (*Character*), citizenship (*Citizenship*), critical thinking (*Critical thinking*), creative thinking (*Creativity*), collaboration (*Collaboration*), and communication (*Communication*). Thus, critical thinking skills are one of the skills that need to be mastered in the learning process.

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The link between writing and critical thinking needs to be realized in the learning process, so that students are able to create critical thinking processes. Critical thinking skills in writing can be realized in learning to write biographical texts. Biographical texts are writings written by other people that contain writings that tell a character in experiencing life's problems and tell the strengths of the character, so that the character can be emulated (Kemendikbud in Kustina and Wahdah, 2016: 94) . The linkage of critical thinking in learning to write biographical texts is needed so that students can discover A information or character data so that it can be developed in a written work.

According to Susanto (in (Oktariani and Ekadiansyah, 2020:25) think critical is conscious effort Which done in a manner active, coherent and follow the principles of logic as well consider perspectives from different points of view to be able to understood and assess information with objective the information is acceptable or not. As for according to Suprijono (Amaludin, 2022: 11) thinking skills critical can measured based on indicator think following critical This that is (1) Give simple explanations ; (2) Build basic skills; (3) Summing up; (4) Give further explanation; (5) Setting strategies and techniques.

However, based on their needs and suitability, a researcher can change and provide critical thinking indicator limits according to their needs (Nurhalimah, 2022: 50) . Based on this opinion, the critical thinking indicators applied in this study are (1). Build basic skills; (2) Summing up; (3) Setting strategies and techniques.

Learning to write biographical texts is one of the lessons Language Indonesia in class X phase E. As stated in decision of the head of the Research and Development and Bookkeeping Agency number 028/H/KU/2021 concerning the learning outcomes of PAUD, SD, JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL, SDLB, SMPLB, SMALB in the driving school program, namely language learning outcomes Indonesia class X phase E, in writing skills, namely students capable write idea, thoughts, views, directions or written messages for various purposes logically, critically, And informative in form informational text and or fiction.

However, based on research conducted by Safitri (2021) there are problems in learning to write biographical texts, namely students are still unable to write biographical texts. This is due to the many problems of students in writing due to low critical thinking. The same problem was found in research conducted by Susmita (2019), problems in writing biographical texts were found due to the use of teaching materials that were less attractive and the learning process was still teacher-centered and the learning media were still fixated on textbooks provided by the government.

Based on these problems, it is known that the activity of writing biographical texts is not easy. The existence of difficulties in learning to write can be overcome by the role of educators in choosing the right learning media. Use of learning media Which appropriate can help students to improve critical thinking skills in students in learning to write biographical text .

In this study the use of media *videoscribe* is the media used in an effort to improve critical thinking skills in writing biographical texts. *Videoscribe* media is an animated video that makes learning interesting so that it makes it easier for students to understand the material.

Sutrisno (in Ismiyanti, 2020: 52) suggests that *videoscribe* is a medium used to create unique presentations with exists illustration board Writing is also supported by audio features. *Videoscribe* media is animated media wrapped in video form which can be combined with graphic elements, concept maps, images, and sound. So as to enable students' interest in the learning process.

The advantages of using *videoscribe* as learning media according to Air et al (2014:

23) , namely (1) Improving the quality of one's learning can be seen from the stimulation of using words and images that are displayed simultaneously; (2) A person's learning process will be better if there is an animation display and sound presented in a manner together compared to the use of animation and images Which served in a manner separated; (3) A person's learning process will be better when the teaching materials are presented simply.

MATERIALS AND METHODS

This study uses a quantitative approach with experimental research methods. As according to Sugiyono (2019: 127) the experimental method is a quantitative research method that can be used to investigate the effect of certain treatments on the dependent variable (results) under controlled conditions. The treatment used in this study is the use of *videoscribe media*. Therefore, the experimental research method in this study aims to determine the improvement of critical thinking skills in learning to write biographical texts using *videoscribe media* in class X Phase E students of SMA Negeri 1 Ciranjang.

The type of research design used in this research is using the *Pre-Experimental Design* in the form of *One-Group Pretest-Posttest Design* . This research design is a research design that includes one group or class that is given an initial test (*Pretest*) before being given the effect compared to the final test (*posttest*). after being influenced.

Population in study This i.e. all participants students in class X Phase E SMA Negeri 1 Ciranjang which has 12 classes with 420 students. The technique of determining the sample using *random sampling technique* . The random sampling technique was used because as Sugiyono (2019: 148) said, namely the *simple random sampling* technique is called *simple* because the sample members are taken from the population which is done randomly *regardless* of the strata in this population. Hence, election the sample was taken randomly using the *wheel of name website* by entering the name of each class. The draw is carried out once. Based on this explanation, study This obtain class X phase-E-12 as a sample in this study. This research was conducted on learning to write biographical texts.

The data collection technique used in this study is in the form of a test instrument. a test is a set of questions, exercises or tools used to measure the skills, knowledge, abilities and talents of individuals or groups. Arikunto (in Akrim, 2021: 233) .

The test conducted in this study aims to determine the results of writing biographical texts of students using *videoscribe media* . There are two tests used in this study, namely the initial test (*pretest*) and the final test (*posttest*) . in *videoscribe media* .

Study This can done on 8-15 May 2023. Implementation study conducted at SMA Negeri 1 Ciranjang academic year 2022/2023 with agreement permission study number 422/323/SMAN 1. CRJ-CADISDIKWIL.VI/2023. SMA Negeri 1 Ciranjang is the school which is located on Jl. Teak . Pasirsanta , District Ciranjang , District Cianjur West Java . Like has disclosed study This use design study *one-group pretest-posttest design* which is research conducted _ in One class with use test twice . _ On at first participant educate given test initial (*pretest*) without exists use of *video scribing* media then in the day next participant educate given test the final (*posttest*) that is displayed in *videoscribe media* . As for procedure study This that is making letter permission , determination sample research , create sheet validation And validate instrument study as well as validate indicator evaluation Skills think critical , revise instrument based on conclusion validation , carry out study form implementation test beginning And gift test end , do evaluation to Skills think critical inside _ text biographies created inside _ _ *pretest* and *posttest* , processing evaluation to Skills think critical inside _ *pretest* and *posttest* using SPSS.

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After the necessary data is collected, the next step is to analyze the data. According to Sugiyono (2019: 241) in quantitative research, data analysis is defined as an activity carried out after the respondents or data sources have been collected. As for data analysis used in this study, namely collecting all data, giving evaluation Skills think critical on results *pretest* And *posttest* after mark found , step furthermore that is count mark Skills think critical with use formula used _ as benchmark in give evaluation on participant educate that is value = amount score acquisition / amount score maximar X 100. Collected value , next assessment obtained _ classified based on category evaluation Skills think critical source _ on evaluation arikunto . After the values are classified, then the value data is processed using SPSS 24 software with the normality test technique, if the data is not normally distributed, it is continued with the *Wilcoxon test* which aims to test the research hypothesis.

Technique data analysis was performed on evaluation Skills think critical using the SPSS 24 software program with consider *sig (2 tailed)* Then can be read on level significant 0 ,05 .

RESULTS

Based on the results of the analysis, data obtained on the assessment of students' critical thinking skills in learning write biographical texts. on data evaluation Skills students' critical thinking is collected with test form *pretest* And the *posttest* rated based indicator think critical Which broken down into seven ratings. The following presents data on the assessment of critical thinking skills in the *pretest* and *posttest*.

Table 2 Mark Skills Think Critical Participant educate on Test Beginning

No.	Participa nt Code educate	Aspect Which rated							Mark	Category
		MKD			M		MSDT			
		a	b	c	d	e	f	g		
1.	PTB- 1	5	10	5	1	30	7	10	68	ENOUGH
2.	PTB- 2	5	1	1	1	30	7	7	52	LESS
3.	PTB- 3	1	10	5	1	1	4	7	29	VERY NOT ENOUGH
4.	PTB- 4	5	10	1	1	30	4	7	68	ENOUGH
5.	PTB- 5	5	10	1	1	30	4	7	58	NOT ENOUGH
6.	PTB- 6	5	1	8	1	30	4	7	56	ENOUGH
7.	PTB- 7	5	1	1	1	30	7	7	52	NOT ENOUGH
8.	PTB- 8	5	10	1	1	30	7	10	64	ENOUGH
9.	PTB- 9	5	10	8	1	30	4	4	62	ENOUGH
10.	PTB- 10	5	1	1	1	30	4	7	49	LESS
11.	PTB- 11	5	1	1	1	30	4	7	49	LESS

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No.	Participa nt Code educate	Aspect Which rated							Mark	Category
		MKD			M		MSDT			
		a	b	c	d	e	f	g		
12.	PTB- 12	5	10	10	1	30	4	7	67	ENOUGH
13.	PTB- 13	5	15	8	1	30	10	10	79	GOOD
14.	PTB- 14	5	10	10	1	30	7	7	70	ENOUGH
15.	PTB- 15	5	10	8	1	30	7	10	71	BAK
16.	PTB - `16	5	10	1	1	1	4	5	26	VERY NOT ENOUGH
17.	PTB- 17	5	10	8	1	1	4	4	33	VERY NOT ENOUGH
18.	PTB- 18	5	10	1	1	30	7	7	61	ENOUGH
19.	PTB- 19	5	20	8	1	30	4	7	75	GOOD
20.	PTB- 20	5	15	10	1	30	10	10	78	LESS
21.	PTB- 21	5	10	1	1	30	7	7	56	LESS
22.	PTB- 22	5	15	10	1	30	7	7	75	GOOD
23.	PTB- 23	5	10	10	1	30	10	7	73	GOOD
24.	PTB- 24	5	10	1	1	30	7	7	61	ENOUGH
25.	PTB- 25	5	10	1	1	30	7	7	61	ENOUGH
26.	PTB- 26	5	15	8	1	30	7	4	70	ENOUGH
27.	PTB- 27	5	10	8	1	30	7	7	68	ENOUGH
28.	PTB- 28	5	15	1	1	130	7	7	66	ENOUGH
29.	PTB- 29	5	10	8	1	30	7	7	68	ENOUGH
30.	PTB- 30	5	20	1	1	30	7	7	71	GOOD

Information:

MKD : Build Skills Base

a : Include source

b : Include Name figure, place date born figure, family character, and death of the character (the soul of the character has died)

c : Include Incident

M : Summing up

d : Include conclusion

e : Compatibility with the

MSDT theme : Arrange Strategy

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And Tactics

f : Neatly written

g : Can understood

table 3 Mark Skills Think Critical Participant educate on Test End

No.	Participa nt Code educate	Aspect Which rated							Mark	Category
		MKD			M		MSDT			
		a	b	c	d	e	f	g		
1.	PTB- 1	10	15	10	10	30	7	10	92	VERY GOOD
2.	PTB- 2	10	15	8	1	30	7	10	81	GOOD
3.	PTB- 3	10	15	15	1	30	7	10	88	VERY GOOD
4.	PTB- 4	10	15	5	1	30	7	10	78	GOOD
5.	PTB- 5	10	10	5	1	30	7	10	73	GOOD
6.	PTB- 6	10	10	8	1	30	7	10	76	GOOD
7.	PTB- 7	10	15	10	10	30	7	10	92	VERY GOOD
8.	PTB- 8	10	15	10	10	30	7	10	92	VERY GOOD
9.	PTB- 9	10	15	8	10	30	7	10	90	VERY GOOD
10.	PTB- 10	10	15	10	1	30	7	10	83	VERY GOOD
11.	PTB- 11	10	15	8	10	30	7	10	90	VERY GOOD
12.	PTB- 12	10	10	5	1	30	7	10	73	GOOD
13.	PTB- 13	10	15	8	10	30	7	10	90	VERY GOOD
14.	PTB- 14	10	15	8	10	30	7	10	90	VERY GOOD
15.	PTB- 15	10	15	8	10	30	10	10	93	VERY GOOD
16.	PTB- 16	10	15	8	10	30	7	10	90	VERY GOOD
17.	PTB- 17	10	15	8	10	30	7	10	90	VERY GOOD
18.	PTB- 18	10	15	8	10	30	7	10	90	VERY GOOD
19.	PTB- 19	10	15	8	10	30	7	10	90	VERY GOOD
20.	PTB- 20	10	15	8	10	30	10	10	93	VERY GOOD
21.	PTB- 21	10	15	8	10	30	7	10	90	VERY GOOD
22.	PTB- 22	10	15	8	10	30	7	10	90	VERY GOOD
23.	PTB- 23	10	15	8	10	30	7	10	90	VERY GOOD
24.	PTB- 24	10	15	8	10	30	7	10	90	VERY GOOD
25.	PTB- 25	10	15	8	10	30	7	10	90	VERY GOOD

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No.	Participa nt Code educate	Aspect Which rated							Mark	Category
		MKD			M		MSDT			
		a	b	c	d	e	f	g		
26.	PTB- 26	10	15	8	10	30	7	10	90	VERY GOOD
27.	PTB- 27	10	15	8	10	30	7	10	90	VERY GOOD
28.	PTB- 28	10	15	8	10	30	7	10	90	VERY GOOD
29.	PTB- 19	10	15	8	10	30	10	10	93	VERY GOOD
30.	PTB- 30	10	15	8	10	30	10	10	93	VERY GOOD

Information:

MKD : Build Skills Base

a : Include source

b : Include Name figure, place date born figure, family character, and death of the character (the soul of the character has died)

c : Include Event

M : Summing up

d : Include conclusion

e : Compatibility with the
MSDT theme : Arrange Strategy
And Tactics

f : Neatly written

g : Can understood

Based on table in above, the assessment of critical thinking skills in writing biographical texts on the initial test (*pretest*), shows that all students get grades below the KKM. The biggest score obtained in the initial test is 79, which value has not yet reached the KKM.

Critical thinking skills assessment data on the final test, shows exists enhancement which is relevant. It was proven that out of 30 students there were only 4 students who had not reached the KKM score. However, 26 students were able to fulfill the KKM score.

1. Data Normality Test

implemented test Normality of data resulting from critical thinking skills aims to determine whether the data obtained is normally distributed or not. Testing done using Shapiro-Wilk, because the sample in the study was less than 50 with a significant level of 0.05.

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Table 4 Test Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro- Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.158	30	.046	.886	30	.004
Posttest	.401	30	.000	.688	30	.000
a. Lilliefors Significance Correction						

Based on the table above, the significant value of Shapiro-Wilk on the initial test (*Pretest*) obtained a score of .004 and the final test (*Posttest*) obtained a score of .000. Then those results state that mark significantly less than 0.05 which means that the data on the results of critical thinking skills come from from distribution No normal. Because the normality test has results that are not normally distributed, the test is continued with the *Wilcoxon test*.

2. Test *Wilcoxon*

There is data on critical thinking skills that are not normally distributed on the test normality, so done test the *wilcoxon* function as test alternative choice of *paired t test*.

Table 5 Test *Wilcoxon*

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Test Statistics ^a	
	Posttest - Pretest
Z	-4.786 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on table in on, results *Asymp.Sig (2-tiled)* value is .000, which means mark 000 more small from 0.05. Then H_1 is declared ^{accepted} and H_0 is declared rejected. This means that the use of *videoscribe* is effective in improving students' critical thinking skills in terms of writing biographical texts.

Acquiring the value of critical thinking skills is obtained from the pre-test (*pretest*) And test end (*posttest*). Both tests carried out with the aim of knowing the improvement of thinking skills critical in learning write biographical texts on students using *videoscribe* . There is a comparison of scores on the pre-test and post-test need A analysis data from the results of writing biographical texts.

Assessment of critical thinking skills in learning to write biographical texts is obtained based on the writing of biographical texts of students found in the pre-test and post-test. Acquiring the value of critical thinking skills is obtained from the existence of three indicators of critical thinking, namely building basic skills, concluding, and developing strategies and tactics. From three indicator the, each indicator shared become sub indicator, and from the sub-indicators, assessment aspects are made, namely indicator build basic skills has two sub-indicators, namely paying attention to reliable sources or not and sub-indicators observing and considering observations. The sub-indicator pays attention to sources that can be trusted or not, the aspect of the assessment that is made is that it can include reference sources used in writing texts biography. Whereas on sub indicators observe and consider observations, aspects of the assessment that are made namely include source reference used, include the character's full name, place date born figure, the character's family, the date of death of the character (if the character has died), and include events that contain the character's features and exemplary character. On indicators conclude has one sub-indicator that is, sub indicator make and determine the results, aspects of the assessment that are made, namely the existence of conclusions, and the suitability of the contents of the biographical text with the theme that has been determined. As for the indicators determining strategy and tactics, it has one sub-indicator, namely sub-indicators, determining the actions used in writing biographical texts, with aspects of the assessment that are made, namely biographical texts that are neatly made and texts biography can understood by reader. As for the acquisition of the highest score on *the pretest* obtained as big 79, mark while in *the pretest* obtained 64 and the lowest value obtain score of 26. Whereas in *the posttest* the highest score obtained obtained a value of 93, the average value obtained a value of 90, and the lowest score obtained a value of 73.

CONCLUSION

This study aims to determine the improvement of critical thinking skills in writing biographical texts using *videoscribe* in class X students of SMA Negeri 1 Ciranjang. Based on the research results that have been presented by researchers, it can be concluded that critical thinking skills in learning to write biographical texts use *videoscribe* on class X students, can be known based on results write text biographies on pre-test and post-test aims For know the increase in critical thinking skills in learning to write biographical texts using *videoscribe*. Then the data obtained for the value of critical thinking skills is not normally distributed, so the *Wilcoxon test is carried out* as an alternative test choice test paired sample *t-test* on SPSS 24. The value obtained on *Asymp.sig.(2-tiled)* is .000, then the value of .000 is less than 0.05 which means that H_0 is rejected and H_1 accepted. So based on these data it can be explained that the use of *videoscribe* is effective in improving students' critical thinking skills in terms of writing biographical texts.

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