THE EFFECT OF AUTOPLAY MEDIA STUDIO TOWARD STUDENTS’ WRITING DESCRIPTIVE OF SEVENTH GRADE AT SMPN 3 KEDIRI IN THE ACADEMIC YEAR 2016/2017

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ABSTRAK

Writing is the highest level in learning language so that it needs media to make it easier to be learned. In fact, many students got problem in writing and made them to be passive in class. Besides, many teachers got less attention in teaching writing and seldom used various techniques in teaching. That is why many students get bored and unmotivated in leaning writing. Many factors can improve students’ motivation to learn writing such as preparing suitable media. This research to find out how is the students’ writing ability before and after using Autoplay Media Studio for seventh grade students and is there any significant effect before and after using Autoplay Media Studio. This research uses pre-experimental research with the subject is the students of VII G at SMPN 3 Kota Kediri. To get this sample, the researcher uses cluster random sampling. The researcher does the research in three parts of activities: pretest, treatment, and posttest in the four meeting. Then, the instrument of research is writing test. To answer the hypothesis in this research, the researcher uses paired sample t-test analysis in order to compare the mean between before treatment and after treatment using Autoplay Media Studio. The conclusion of this research are based on the finding of this study, the researcher could conclude that the students’ writing ability before being taught using Autoplay Media Studio for seventh grade students in SMPN 3 Kota Kediri is low, it can be seen from their descriptive statistic data. The average of the score is only 65.44. The students’ writing ability after being taught using Autoplay media studio for seventh grade students in SMPN 3 Kota Kediri is high, it can be seen from their descriptive statistic data. The average of the score is 74.56. There is different score significantly before and after using Autoplay Media towards students’ ability in writing descriptive text, it can be proved from the analysis using paired sample t-test, the testing found that The T-test value >T-table (12.753>2.345), means H0 rejected or H1 received. So the media give significant effect or students writing ability. Based on the conclusion above, it is recommended for the teacher, it is suggested to be creatively to use media in teaching learning process. The researcher recommends auto play media as a media to help the teacher in teaching. Because it gives many advantages and lead the teacher to reach the goal of learning fast and easily, if it can be used well. Never give up making any creation of making media of learning. For the school manager, the researcher suggests the school manager to provide supporting media for learning process, such as LCD projector and other IT tools, to support teacher in teaching.

KEYWORDS : Writing Ability, Autoplay Media Studio, Learning Media.
I. INTRODUCTION

Writing English is a part of language teaching in which it also functions as an essential tool for learning in which most of students in the world expand their knowledge of the language elements in real use. As stated by Ploeger (2000:73), “it is an act of discovering what the writer knows and feels about something and communicating that knowledge to the reader”. This means that English writing is an opportunity to express something, explain, explore ideas and assess the claims of other people.

In educational purpose, writing is very useful for second-language learners to obtain competence and functional skills. It is supported by Harmer (1988:31) that, “writing is one of the compulsory subjects in junior and senior high school level”. That is why, English is one of the subjects included in the national exams for secondary schools in Indonesia. In addition, it still holds an important place in examinations in school life.

In concerning teaching of writing in the junior high school level in Indonesia, the presentation of writing is integrated with the other skills. For instance, reading instruction lead discussion structure of reading passage. After reading activity, the students are assigned to develop an essay based on the structure that they have gotten in reading activity. In a short, the more students read, the more fluently they will write.

A problem in writing so far, especially for students in junior high school level is about mastery of vocabulary and grammar. It is important for the students to know more about structure and vocabulary used when they have to master writing skill. Without any enough vocabulary masters, students will get difficulties to express their idea in writing. Likewise, even though students have enough vocabulary masters but they do not know well about the grammar, their writing will be not understandable.

Therefore, as an English teacher, someone should be able to make students understand well about the material, especially in writing skill. Concerning to that, the teacher should be able to conduct teaching and learning process based on the curriculum used at that time. Nowadays, In Indonesia, curriculum that is used namely curriculum 2013. Learning approach that is used in curriculum 2013 is scientific approach which consist of five steps of learning, they are: questioning, observing, associating, exploring, communicating, and creating (Kemendikbud, 2014:11-13). In implementing this approach, should be supported by media learning technology, so that it is needed for the teacher to make an innovation of media that is appropriate with the learning need.
The first writing skill for junior high school level that should be obtained by the student is writing descriptive text. Writing descriptive text can be easy when teacher can give students a sample of a thing to describe.

Unfortunately, to lead the students’ can improve their writing skill, teacher needs work hardly. One of the choices is using media in learning process. A teacher can use any kind of media to help them to make learning process interesting and fun for students. Besides, the information that is conveyed by teacher orally, sometimes cannot be understand well by students, moreover when teacher does not have enough ability to convey the material such as vocabulary, grammar, and generic structure of text. In this case, media has important role as a tool to make teacher’s explanation understandable.

Choosing appropriate media is not easy as we think. Teacher has to consider many aspects accurately. Those aspects are student’s psychology, teacher’s ability to operate or use the media well, material, and classroom situation. Choosing the appropriate media, the teacher should take a note of the suggestion from Gerlach and Ely (1999: 260) as follows, “Once a medium has been verified as appropriate, it should be subjective to four other criteria level of sophistication, cost, availability, and technical quality”. It means, teacher should consider some aspects to use appropriate media for supporting their teaching learning process, such as teacher experience in using media, the price of conducting media, availability of using media in the classroom, and the easiest technique of using media. Considering about that, researcher wants to know whether the media that will be used in this research can influence students’ ability in writing, especially in writing descriptive text.

Concerning to that, the researcher choose one of the school in Kediri which is seldom in using media in learning process as the research place, it is SMP Negeri 3 Kediri. Based on the teacher’s explanation and researcher’s observation as the preliminary study in SMP Negeri 3 Kediri, it can be concluded that student’s faced some problems when they wrote descriptive text especially describing people. The problems are: (a) students got difficulties in expressing their idea about the object to be described; (b) some of them were afraid to make mistakes; (c) they have weakness in grammar, such as: pronoun, arranging simple sentence, using appropriate to be, noun phrase, and others grammar related to writing descriptive text; (d) they also got difficulties to remember vocabularies.

As the solution, the writer tries to take power point which is displayed using
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autoplay media studio as a media in improving students’ writing ability especially in writing descriptive text. Undeniably, media help teachers to motivate students by bringing a contextual point and help students process the information given (Marianne, 1991:454). Related to the explanation of the urgent of media, teachers should think creatively to make an innovation to their teaching process.

In this case, one of multimedia which can be applied in language teaching and easily utilized by the teachers is Microsoft Power Point which is displayed using Autoplay Media Studio. Supported by colorful pictures, texts, and sounds, autoplay can be one of media used by teachers to either get students’ attention or enhance their understanding in learning material. Moreover, the benefits of Autoplay Media Studio can be functioned by teachers to make their presentation interactive and interesting with easy application, so that every one can use this media easily, even the students also. That’s why, the development of technology, in this case Autoplay Media Studio, can be utilized to avoid the conventional process in the classroom.

Besides, the reason of using autoplay as a media is because Autoplay Media Studio is interesting media than only do not use any kind of media. Teacher can choose any kind of picture and animation to make material conveyed interesting for students. This media can make student pay more attention longer than other media. The media that will be used by the researcher as a treatment is not common kind of presentation as usual. The researcher makes the presentation more interesting by using animation, video, moving picture, and easy applicators then it will be presented by using autoplay media studio so that it will be a flash application to make the user easier to use it, even teacher is the new ICT user.

Autoplay Media Studio is a feature found in Windows operating systems (OS) since Windows XP, which allows media that is inserted into a drive or connected to a computer to play automatically (Wiesen, 2013). It is also used as developmental tools to develop professional multimedia software (Sutarman, 2005:1). It examines newly discovered removable media and devices and, based on content such as pictures, music or video files, launches an appropriate application to play or display the content. As the feasibility to use multimedia, such as picture, sound, music, video and even the other files from another software, as Microsoft word, Microsoft power point, Macro media Flash in a set of instructional material easily.

The researcher believes that this media can help student to understand well about...
the problems they faced in writing descriptive text because in this media the writer will present some materials needed by students that they do not understand well before. The researcher will arrange the material as good as possible so that the students pay more attention when the teacher teaches using this media. The materials that will be presented are: pronoun, noun phrase, vocabularies of describing people, to be, simple sentence. By understanding about the material hopefully students can make their own descriptive text. The Autoplay Media Studio presentation used in this research can optimize students’ sense. Because they can see the object, they also can hear, and moreover they can practice by using a guide from the media presented.

However, that reason needs to be proved scientifically. It will be boastful when the researcher only shows an argument without any prove. So that, in this research, the researcher intends to prove how far the effect of using Autoplay Media Studio to increase students’ ability in writing. The research will be conducted in the State of Junior High School 3 Kediri. This location is chosen because this school has just applied curriculum 2013, this is the first experience for the students than other students in other school. Besides, the teacher over there does not use this media yet as the supporting media for the learning process.

So, from there explanation above the researcher conduct a research by the tittle the effect of Autoplay Media Studio toward students’ writing descriptive of seventh grade at SMPN 3 Kota Kediri in academic year 2016/2017 which one has the most significant effect before the students learn English using Autoplay Media Studio and after learn English writing skill using Autoplay Media Studio. It researched from the students’ writing ability of descriptive text and their interest to the media.

II. RESEARCH METHOD

In addition, Creswell (2012:115) states that variable has two types, there are independent and dependent variable. First, Dependent variable is the variable that is affected by the independent variable other names for dependent variables are criterion, out comes, and effect variables. Dependent variable in this research is students’ writing in descriptive text such as improving vocabularies, and understanding about generic structure and grammar. Second, Independent variable is an active variable then we manipulate the values of the variable to research its effect on another variable. So, the independent variable in this research is the use of Autoplay Media Studio as a media in
teaching learning process. By stoping the Autoplay Media Studio in each part and giving the information that they see.

The research design for the study about teaching writing of descriptive text by using Autoplay media is descriptive quantitative method and experimental research. This study belongs to a quantitative research because the data contains the numerical data and it must be analyzed using quantitative. In the other hand, this research deals with experimental research because the researcher wants to give treatment for the sample of this study and also wants to know the effect of her treatment. The treatment is using autoplay media studio in learning process. Creswell (2012:295) also said that, “Experimental is the best of the quantitative designs which is used to decide probable cause and effect”. This reason supports an idea that this study appropriate to quantitative approach.

The researcher decides to use pre experimental design with one-group pretest-posttest type.

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<td>Y₁</td>
<td>X</td>
<td>Y₂</td>
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(Donald Ary, 2010 : 316)

Where :

1. Y₁ = pre-test score (before given treatment), it means pre-test is held by the researcher in order to measure students’ writing descriptive ability before using autoplay media studio.

2. X = treatment, it means the researcher will give treatment to the research’s subject using autoplay media studio.

3. Y₂ = post-test (after given treatment), it means the researcher will give post-test to the students in order to know the influences of giving treatment and measure score after using autoplay media studio as a treatment.

This study was conducted in experimental research to know the effect of Autoplay Media Studio as a media to improve students’ writing ability at seventh grade students of SMPN 3 Kota Kediri. The term experimental design refers to the conceptual framework with in which the experiment is conducted. The experimental designs in the one-group using pre-test and post-test.

The technique sampling of this study is using cluster random sampling. It means that students’ selection of seventh grade of SMPN 3 Kota Kediri is by choosing a group of classroom based on the explanation of the examination score by the teacher. Donald Ary (2010:154) mentioned that, “This kind of probability sampling is referred to as cluster sampling because the unit chosen is not an
individual but, rather, a group of individuals who are naturally together”.

Based on the English teachers’ explanation, there are one classes can be used as a sample of this study because in the class that have low writing skill, they are student of VII G class.

In collecting data, the researcher used test as research instruments. In this study, test is used to collect the data about students’ ability in writing descriptive text, therefore the instrument used is essay test. An essay test provides some instruction of producing a descriptive text. It means the assignment is used to scoring students ability in writing descriptive text. This will be used as assessment of skill.

Due to this design of research is pre-experiment, the test was twice, they are pretest and posttest. The pretest was conducted before the learning process using Autoplay Media Studio as a treatment and also after using Autoplay Media Studio in the teaching learning process.

An question pretest when the students can answer the question there were to describe one of your favorite idol. Pay attention to: organization, vocabulary, grammatical features, punctuation. Based on physical appearance, personality and occupation well, they will get 5 - 20 point in one part of five part.

III. FINDING AND DISCUSSION

In this research, the technique of collecting data is written test. There are three process of collecting the data:

1. Pre-test

There are some activities of pre-test that will be done by the research. First, the writer introduces herself and tells the purpose of the research. Second, the researcher divides the paper that consists of title which has given and asks student to write descriptive text.

2. Treatment

Treatment is the process teaching writing using Autoplay Media Studio. Treatment the students after the researcher had conducted pretest. The material that used in this treatment is descriptive text.

The first meeting, procedures of writing using Autoplay media studio is first the writer greeted the students, checked the attendance list and asked students to prepare a book for learning. The second, the researcher asked to the students about the favourite person. Than the researcher gave example Aliando Syarif and asked the student about describe physical appearance, occupation dan
After that the researcher gave knowledge about descriptive text like generic structure, language features, and the example of descriptive text about describing people by using Autoplay Media Studio that showed in LCD. The researcher asked the students to identify language features and wrote on the whiteboard. That is to explore their understanding about the language feature of descriptive text. Then the researcher asked the students to make a group, one group consist of six students. Then researcher gave tasks to the students. The first task is the researcher showed disordered paragraph and the students make true formation until clear. And than the text to identify start from the general information to specific information and the second task the students have to find out the language used of the text. Then the researcher asked the delegation of each group to wrote their answered on whiteboard until the last answered. After all done, the researcher and the students gave correction. This activity helped the researcher to find out the difficulties of the students about their understanding in descriptive text about describing people include the students language use, students vocabulary and the mechanics in writing. The students often forgot about when they have to put punctuation in their writing. It make fault in their capitalization in writing and also the most difficulties students in writing they often make error grammatical rule. It because they were still confused the tenses used in writing. After the researcher find out the students difficulties in writing, the researcher explain more about the material to solving the students difficulties. Before the researcher close the process in teaching and learning, the researcher gave time to students to ask about the difficult part of writing descriptive text. To continued the meeting the researcher gave homework to find example describing people at home every group. Finally, the last activity the researcher and the students made the conclusion about the activity for the first meeting.

The Second meeting was conducted. The first the writer greeted the students, checked the attendance list and asked students to prepare a book for learning. Second the researcher gave the
leading questions to the students related with descriptive text to check their understanding in the first meeting as about describe person. Then the researcher asked to the students to opened task in first meeting. Than the students have to analyze the language used and the error mechanics in that text. Students have to find out the tenses that used on text and gave correction in the mechanics of writing include punctuation, capitalization and paragraphing of text. When the students do the researcher walked around to each group to help their difficulties, there are 3 of 5 groups ask to the researcher what is the meaning of tenses used in descriptive text, then researcher answered use one of slide in Autoplay Media Studio that tenses used in descriptive text is present tense that used verb one, the researcher also gave example simple present tense as “He has one nose”. After each group confuse about mention nouns singular and plural, the researcher answered use one of slide in Autoplay Media Studio if noun (singular) so there is not use (s) each noun, but if noun is plural so use (s or es) each noun. Other group ask to the researcher about mention pronoun use in descriptive text, the researcher answered use one of slide in autoplay media it to noun, they to many people as (budi, adi, fika, dedi), she to girl, we to me and you, etc.; our to possession self and other people, my to possession self, your to possession you, their to possession they, the students were understand it. After the students finished their tasks, the researcher ask to the students to write a part of text with the information of word on white board. Before the researcher gave correction in students work until time is off. The meeting was done to more emphasize the students knowledge and than one of interested application presentation to teaching descriptive text. The last, the researcher asked the students about the difficulties and made the conclusion with the students.

3. Post-test

In this test, the students have been given treatment. The researcher divides the paper that consists of title which has given and asks student to write descriptive text.

After the research was done, the writer analyzed the data they have gotten.
There are two scores of the students. They are pre-test and post-test scores. The pre-test was done on 06 May 2017 and the post-test was done on 10 May 2017. The pre-test and post-test was taken by seventh grade students especially class VII-G at SMPN 3 Kediri. It consisted of 34 students. The test itself was conducted in the form of written test. It consist of written descriptive text about describing people.

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<tr>
<td>after</td>
<td>74.56</td>
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According to result above, the paired sample statistics’ table shows the mean of pre-test is 65.44 with standard deviation is 11.766. And the mean of post-test is 74.56 with standard deviation is 10.028. Meanwhile, in paired sample correlation’s table shows that the correlation is 0.939 with significances 0.000, hypothesis alternative (Hₐ) will be received if significances value is lower than α value (Sig.α= 0.05). It is mean the correlation between pre-test and post-test is very significant. And the result of paired sample t-test is that the data analysis using 2 tailed has significances value 0.000 with the degree of freedom (df= N-1) is 33 with alpha 5% α=0.05, in other word is 95% confidence interval of the difference. Another way to prove the hypothesis could be done by consulting T-test and T-table. The result of T-test from SPSS analysis is 12.753 and The value of Tₐ₇₈ₐ₉ for Df = (n-1) =33, from the calculation using excel (TINV=(probability, Df), the researcher got 2.354. It means that the T-test value or Tₐ₇₈ₐ₉ > Tₐ₇₈ₐ₉ (12.753 > 2.354). As the conclusion, Hₐ is accepted and H₀ is rejected. It means there is different mean significantly of using Autoplay Media Studio towards students’ ability in writing descriptive text to seventh grade students writing ability of SMPN 3 Kediri.

In this research, the researcher chooses media as an alternative to help the students increasing their ability in writing. She recommended Autoplay Media Studio as alternative media. This media even though has weakness, it can be used as a media to interest student to study. Such what has been mention by Munir (2012) in his article that Autoplay Media Studio might the user to make interactive multimedia, even though the user is not a programmer at all. By little intuition and creativity, user can make the project look like professional product. This software is used by many professional software developers to make multimedia project, interactive training, and other software. It is done by combining picture, video, music, flash and others can be done easily, only by using drag and drop.
However, choosing appropriate media is not easy as we think. Teacher has to consider many aspects accurately. Those aspects are student’s psychology, teacher’s ability to operate or use the media well, material, and classroom situation. Choosing the appropriate media, the teacher should take a note of the suggestion from Gerlach and Ely (1999: 260) as follows, “Once a medium has been verified as appropriate, it should be subjective to four other criteria level of sophistication, cost, availability, and technical quality”. It means, teacher should consider some aspects to use appropriate media for supporting their teaching learning process, such as teacher experience in using media, the price of conducting media, availability of using media in the classroom, and the easiest technique of using media.

The result of the research showed that there is significance effect of using Autoplay Media Studio towards students’ ability in writing descriptive text for the student in the seventh grade. This assumption can be proved from the result of this research, the way to know whether there is effect or not, done by comparing two means of data pretest score and posttest score.

Based on the research finding above, the researcher believed that using appropriate media can help not only teacher in teaching writing but also students can enjoy the teaching learning process by using all of their senses optimally, when they were learning about grammatical feature and vocabulary using the media as look as in score the students have advance in grammatical feature and vocabulary. They could understand well the material and could be easier memorizing so many vocabularies.

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