THE EFFECTIVENESS OF USING MODELING STRATEGY AIDED BY PREZI IN TEACHING WRITING ANALYTICAL EXPOSITION TEXT

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ABSTRACT

The aim of this research is to know whether students' writing achievement in analytical exposition text who are taught by modeling strategy aided by Prezi better than students who are taught by modeling strategy aided by conventional media. There are four important phases in modeling strategy. Those phases are attention, retention, motoric reproduction, then reinforcement and motivational process. Furthermore, this research has considered applying Prezi in order to aid modeling strategy to get student attention then bring ideas to write. This research uses Quasi Experimental as the design. This design takes two groups. The one becomes experimental group and another group becomes controlled group. This research was done in MA Nurul Quran. The data was calculated by using *SPSS for Windows ver20*. Moreover, The hypothesis was proven by the last report of Ancova in SPSS that showed the mean score of experimental group was higher than the control group in posttest. Therefore, the alternative hypothesis was accepted or the students' writing achievement in analytical exposition text who are taught by modeling strategy aided by Prezi better than the students are who taught by modeling strategy aided by conventional media.

Keywords: *Modeling Strategy, Prezi, Writing, Analytical Exposition Text*.

INTRODUCTION

. The difficulty of writing statement is come by some aspects, as what has been said Nunan (2001: 72) that writing is not only the activity of producing some word into paragraph or essay but there are many aspects included in this activity. To help the students in writing, here the researcher apply modeling strategy that developed by Albert Bhandura. There are four prominent phases which are developed by Albert Bhandura (1971:6) in his modeling strategy. Those phases are attention process, retention process, motoric reproduction processes, then reinforcement and motivational process. Furthermore, Cuesta (2013: 12) states that teacher can use modeled scheme to guide students through their writing process, while student follow a models, produce a writing outline and draft/edit a final version of a text. Modeling provides information about what sequence of actions student have to follow in order to develop and reach the target writing performance. Then, to avoid the confusion of teaching writing that too much focusing on the process of writing rather than the product of writing, researcher took an argument by Harmer that become the hint for this research. Harmer (2001:323) says that in teaching of writing we can either focus on the product of that writing or on the writing process itself Based on Harmer statement, here the researcher will only focus on the product of writing even there are some experts that has other argument about writing.

Moreover, considering about the incentive idea in writing, teacher should know the resource that can be used in teaching writing. As a reference, Seow in Richards and Renandya (2002 :316) says that ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires. Furthermore, the researcher has considered which media that could be applied to aid modeling strategy to get student attention then bring ideas to write. In this research, the researcher appling Prezi to aid modeling strategy because it has attractive slide, moreover, Prezi will serve the models of writing in its innovative slides. Based on Ladores (as cited by Aljehani 2015) Prezi is a web-based presentation tool that has awesome features we can use to create compelling, attention grapping, and memorable presentation. Here Prezi will help modeling strategy in attention phase and buoyantly this media can bring idea to write for the students. Moreover, in this research the researcher will apply modeling strategy that aid by Prezi for analytical exposition text. Over the combination of modeling strategy with Prezi to teach writing analytical exposition text, presumably, it will help the students to get a good achievement in writing and become a good writer, especially in analytical exposition text.

RESEARCH METHOD

To know whether students' writing achievement in analytical exposition text who are taught by modeling strategy aided by Prezi better than students who are taught by modeling strategy aided by conventional media, this research was designed by using one kind of experimental research type, i.e. quasi-experimental design. As understanding that was advanced by Muijs (2004) that the main distinction between experimental and quasi-experimental research lies in the allocation of persons to groups. In traditional experimental research, persons are allocated to groups through randomization to minimize bias. Meanwhile, quasi-experiments are often used precisely because such random allocation is not possible or practical. Based on the aforementioned, quasi-experimental design was used by researcher because the researcher has to conduct the research based on the class that was selected by the school and without random, the researcher did not take random class because it was going to disturb teaching learning process in the school. Besides, the researcher need to compare the students' writing achievement in analytical exposition text who are taught by modeling strategy aided by Prezi better than students are who taught by modeling strategy aided by conventional media.

The population in this research was all the students at XI grade in MA Nurul Quran in academic years 2017. Student of this grade should have learned about analytical exposition text before. Sample is the representation of population. In this study, sample group were divided into experimental group and control group. Experimental group was the students in the class XI IPS2, and control group was the students in the class XI IPS1. The researcher caught out the students' writing achievement by giving them instrument that was formed as tests. According to Arikunto (2006:150), he stated that test is a series of question or exercise and another equipment that is used to measure the ability, intelligence knowledge. In this research, test was used to measure the students' score through evaluating the aspects of writing organization, content, vocabulary, grammar, and mechanics. In this research, the tests had been included in pre-test and posttest.

In here researcher use ANCOVA (analysis of covariance) because by using Ancova the researcher can control the extraneous variable. As what has said Ary (287:2010), Analysis of covariance (ANCOVA) is a statistical technique used to control for the effect of an extraneous variable known to be correlated with the dependent variable. The extraneous variable that the researcher want to control here is such as the students have joined a course before, they have

studied about the materials before the researcher doing the treatment, or they have a high IQ. Thus, here researcher wants to control extraneous variable that correlated with writing skill in analytical exposition text by use Ancova.

FINDING AND DISCUSSION

Finding

ANCOVA was used to assess the Modeling strategy aided by Prezi by comparing the average posttest score in different Strategy after controlling the effects of pretest score. Experimental group was given a treatment by using modeling strategy aided by Prezi and control group was given modeling strategy aided by PowerPoint. The result of ANCOVA by using SPSS 20 (Statistic Product and Statistic Solution) is shown below:

Table 1: Descriptive Statistic

Descriptive Statistics

Dependent Variable: writing analytical exposition text

Strategy	Mean	Std. Deviation	N
modeling strategy aid by prezi	75.00	9.413	20
modeling strategy aid by powerpoint	54.59	6.814	20
Total	64.80	13.136	40

Based on descriptive statistic above, mean of experimental group that gave a modeling strategy aid by Prezi as a treatment was 75,00 and mean of control group that gave modeling strategy aid by PowerPoint was 54,59. So the mean of experimental class was higher than control group.

Table 2: Levene's Test of Equality of Error Variances

Levene's Test of Equality of Error Variances[a]

Dependent Variable: writingpostest

F	df1	df2	Sig.
8.016	1	38	.007

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + backgroundknowledgepretest + strategy

The researcher explores at the levene's Test of Equality of Error Variances to identify homogeneity of both experimental and control group. If the significant (p) is below .05 (alpha level) it means both group are heterogeneous but If the significant (p) is above .05 it means both group are homogeneous. Based on the result levene's test of equality of error variances above, the significant (p) is, .007 it is below .05 (alpha level) it means both group was heterogeneous.

Table 3: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4730.037[a]	2	2365.018	43.754	.000	.703
Intercept	3902.982	1	3902.982	72.207	.000	.661
Background_Knowledge	565.887	1	565.887	10.469	.003	.221
Media	4230.649	1	4230.649	78.269	.000	.679
Error	1999.953	37	54.053			
Total	174675.391	40				
Corrected Total	6729.990	39				

a. R Squared = .703 (Adjusted R Squared = .687)

As a result, by identify the table of Tests of Between-Subjects Effects above; the researcher found that there was an effect from extraneous variable by looking the significant value of the Background_Knowledge's row. In that row, the significant value was .003, that value was lower than Alva level, it mean that the extraneous variable gave an effect to the students' achievement in writing. In the other hand, if the significant value higher than Alva level, it can be stated that there is no effect of the extraneous variable to the students' achievement in writing. Nevertheless, the effect of extraneous variable was still lower than the effect of the treatment that given by the researcher. This statement was supported by comparing the score of the Background_Knowledge and the madia in Partial Eta Squared column. It showed that the Background_Knowledge had score 0.221 then the media's score was 0.679. The score of both of them have to be folded with the 100%, so the result is 22,1% < 67,9%, it mean the effect of extraneous variable was still lower than the effect of the treatment that was given by the researcher.

Moreover, the researcher found that the significant value was lower than alva level; **0,00<0,05**. Moreover, the mean score of experimental class was higher than the mean score of control group, that is 75,00 >54,59. Furthermore, the researcher also found that the effect's score of extraneous variable was lower than the effect's score of the treatment that given by the researcher, that is 22,1% < 67,9%. In final consideration, the researcher concluded that the independent variable which is modeling strategy aided by Prezi influenced the dependent variable that was students' writing achievement. It means that modeling strategy aided by Prezi is exactly effective.

Discussion

In this research, the students were given additional hints and examples of text in a futuristic media to do writing. The students wrote an analytical exposition text easily through adapted the models' characteristic of analytical exposition text that was presented in Prezi. The model of text was given to the students besed on the scheme of modeling strategy.

Firstly, the researcher did the attention phase of modeling strategy by presents holistic slide of Prezi without appearing the word of *analytical exposition text* then zoom-in to a slide that contained model of its text. Then the researcher asked several questions related to the text. In this phase, the students in the experimental class seemed excited with the appearance of Prezi, it could be seen at how enthusiasm they were tried to answer the researcher's questions. The students' enthusiasm in the experimental class was contrast with the students' enthusiasm in the control class; the students who were served the model by PowerPoint seemed like bored because they too often taught by the media. However, the researcher cannot serve the data that can be used to compare the students' attention here, because the researcher did not focus on measuring the students' attention.

Secondly, the researcher did the repetition and retention phase of modeling strategy by asking the students to identify and analyze its generic structure; thesis, argument, and reiteration, language features, and social function. However, the researcher also clarified or explained about the aspects in analytical exposition text by showing the explanation in several slides in Prezi for experimental class and PowerPoint in control class. It had to be done because Bandura (1971:07) says that a person cannot be much influenced by observation of a model's behavior if he has no memory of it. Moreover, this step gave a big effect for the students' content and organization in constructing the analytical exposition text. It can be seen by contrasted the average score of the content and organization in both of groups, either in pre-test or post-test. In pre-test, the average

score of content and organization in control group was 34.34 and experimental group was 33.25. For post-test, the average score of content and organization in control group was 37.84 and experimental group was 56.00. Moreover the average score in post-test showed that Prezi gave more effect rather than PowerPoint. Therefore, for the grammar, vocabulary, and mechanic aspect, the researcher gave the students some explanations through some slides. The transition and signal words that are usually used in analytical exposition also included there.

Finally, the researcher turned off the slide of Prezi then gave the students the instruction to write analytical exposition text about fullday school. During the students do their works, the teacher gave reinforcements and motivations to the students. These steps were done to complete the phase in modeling strategy, which are motoric reproduction phase, and reinforcement and motivational phase.

Modeling strategy and Prezi were used to help the students who were often had dificulties to write. Thus, these strategy and media helped the students by showing them several models of text that have been shown in Prezi's innovative slide. By modeling strategy that was aided by Prezi, they became more excited and enjoyed each slides of Prezi that contains some explanations of analytical exposition text and its models. Over the combination of modeling strategy and Prezi, it showed that they were invent an idea to write. Besides the students were not confused with the writing processes, the students were fortuned with the models that they could imitate the aspect. Moreover, by using Prezi, the students who sat on the back row, they still could read it because the teacher could zoom in the slide.

After computing the data, the researcher equaled the data with the theory, then the researcher took the conclusion that the students learnt writing by modeling strategy aided by Prezi had better achievement rather than those who are not. It was based on the table presented previously, it proven that the mean score of the experimental group was higher than control group, that were **75.00>54.59**. And also the significant value was lower than alva level; **0,00<0,05**. It mean that Ho was rejected while Ha was accepted because there was significant difference which the students taught by modeling strategy aid by Prezi had better writing achievement compared to students who taught by using modeling strategy aid by conventional media. In brief, the researcher concluded that the use of modeling strategy aid by Prezi in teaching writing analytical exposition text for the eleventh grade students in MA Nurul Quran is effective.

CONCLUSION AND SUGGESTION

Conclusion

The researcher found that the students learnt writing by modeling strategy aided by Prezi had better achievement rather than those who are not. It was based on the table presented previously, it showed that the mean score of the experimental group was higher than control group, that were **75.00>54.59**. Moreover, the researcher also found significant difference between the experimental and control group. It can be proven from the significant value was lower than alva level; **0,00<0,05**. It means that Ha was accepted while Ho was rejected. Thus, it can be concluded that the students taught by modeling strategy aid by Prezi had better writing achievement than the students who taught by modeling strategy aid by conventional media. In final consideration, the researcher stated that the use of modeling strategy aided by Prezi in teaching writing analytical exposition text for the eleventh grade students in MA Nurul Quran is effective. Moreover, based on the research findings, it can be stated that modeling strategy aided by Prezi gave a big effect in organization and content aspect.

Suggestion

    Based on the effectiveness of using modeling strategy that was aided by Prezi, the researcher suggests:

1. For English teachers

    The English teachers should consider to apply this strategy with the appropriate subject that will be taught. Not only this strategy, but the English teacher ought to consider the various teaching media that are motivate, educate, fun, interesting, and suitable with this strategy. One of the media seem have those criteria is Prezi, which can reduce students' boredom. Nevertheless, modeling strategy aided by Prezi still have some weaknesses, one that come in this research is the time in arrange the Prezi's slide. But it depend on the material that will be taught, for a short material, the teacher possibly needs a short time. In the other hand, for an excessively material, it will be better if the teacher has enough spare time.

2. For other researchers

    Other researcher can settle on modeling strategy aided by Prezi as one of the references (previous studies) to do other. Moreover, the researcher recommend to other researchers to compare between the usage of Prezi and "Prezi next" in teaching English.

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