Utilization of Kine Master Media as a Learning Media in the Material of Ability to Read Descriptive Text for Class VII

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Abstract

The objective of this research is to know about the useful of Kine Master as a tool of teaching especially the material about descriptive text in the class of VII Academic Year 2020/2021 SMP Negeri 6 Cilegon then got 82 respondents. The method of this research is experiment research. The result of the study in this reserach as to the achievement of the student is more effective, the average of the score is 88. The questionaire was given to the students declared that the tool of Kine Master could useful by the students. Based on the result of the research, the tool of Kine Master is suitable to use in the process of teaching learning process. The implication of this research is that Kine Master can then be applied in various lessons.

I. Introduction

The COVID-19 pandemic or what it stands for is commonly called Coronavirus disease 2019, currently happening in any part of the world. Coronavirus is a part of the virus family that can cause disease. As for the symptoms, some are mild and some are severe. It is known that there are about two or two types of coronavirus that cause a disease or can cause other symptoms, for example, Middle East Respiratory Syndrome (MERS) and another Severe Acute Respiratory Syndrome (SARS), (Dewi, 2020). With the emergence of the COVID-19 Pandemic, this is an alarming disaster, especially for the inhabitants of the earth, and without exception for the world of education. Education here plays an important role. According to Herninda et al. (2020) Covid-19 entered Indonesia in March 2020 and caused several crises in Indonesia. The impact of Covid 19 has also had an impact on the education sector in Indonesia.

The world health agency (WHO) has also announced that the corona virus, also called COVID-19, is a global threat worldwide. The outbreak of this virus has an impact especially on the economy of a nation and globally. These unforeseen circumstances automatically revised a scenario that was arranged in predicting an increase in the global economy. (Ningrum, P. et al. 2020)

Education is one of the efforts to develop the quality of human resources which in general must be carried out by every country. Education is a long-term strategic program which in its implementation must be able to answer national needs and challenges. Therefore, education should have progress in the learning process to develop human resources in accordance with the mandate of the National Education System Law No. 20 of 2003 article 3 which is the basis, function, and purpose of education.

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge

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is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

The use of learning media can help teachers and students understand the learning material. The accuracy of choosing learning media is a major factor in optimizing learning outcomes. There are many types of learning media, both physical and non-physical. Each learning media also has characteristics inherent in each type of media. There are traditional media, there are also modern ones, there are projection media, there are also non-projected media, and there are visual media, audio media, kinesthetic media, and other types.

Kine Master is an application for editing videos with a computer display with a cellphone display. The app supports multiple layers of video, audio, images, text, and effects. Kine Master is an application that runs on Android and iOS operating systems on mobile devices that is available for free and is made by Nex Streaming from the United States. The latest version of Kine Master can be downloaded from the Google Play Store and Apple Store apps.

The learning process through the Kine Master media is a very good lesson to be developed in the world of education. Media Kine Master is a very useful invention to be applied in education. According to Herlinyanto (2015) reading is a process of understanding and finding the meaning contained in reading material. Recognition of the meaning of the word according to the context is a necessary initial condition for understanding the message contained in the reading material.

According to Nurhadi (2018) in a narrow sense, reading is an activity to understand the meaning contained in writing, while in a broad sense, reading is a critical-creative reading processing process carried out by readers to gain a thorough understanding of the reading, which is followed by an assessment of the situation. , value, function and impact of the reading.

Reading skill is one of the skills that must be mastered by students and students who want to master a foreign language. These skills must be studied to the fullest so that the abilities are tested and qualified. Various kinds of techniques and strategies are provided by linguists to be understood by all students so that their abilities will increase.

Reading skills are very important and superior to absorb information and knowledge, which can cross space and time. Information and knowledge in general are always documented in the form of reading. Therefore, reading skills should be a necessary and important skill to be mastered by everyone.

According to Ratmaningsih (2019) there are two processes related to reading, namely word recognition and understanding. Word recognition is the process of recognizing the symbols used to express language, and understanding is the process of interpreting words, sentences, and texts.

Certain reading goals require certain reading techniques as well. There are several variations of reading goals according to Dalman (2017), namely: reading for the purpose of study (scientific study), reading for the purpose of capturing the outline of the reading, reading to fill spare time, and reading to find information about a term.

While the stages of reading according to Nurhadi (2018) reading activities include several stages, including:

a. Prereading Stage

The pre-reading stage is intended to increase reading motivation and activate the reader's schemata. The activity of activating schemata is useful for increasing the reader's understanding of the reading material and building new knowledge.

b. Stage at Reading

The reading stage is the main stage in reading. At this stage, a person mobilizes his ability to process reading into something useful

c. Postreading Stage

The post-reading stage is the final stage of reading activities. At this stage, a person performs an action or changes his mental attitude due to the encouragement of reading results.

According to Hakim (1993), descriptive text is a painting or the result of describing or describing something based on the actual situation. Another definition of descriptive by Ambo (1994:107) is that the description comes from the Latin, namely describere which means writing about revealing something. From that etymological understanding, descriptive can be interpreted as describing or describing something.

Descriptive text is a form of text that describes an object (in the form of people, objects, places, events and so on) with words in actual circumstances. In descriptive text the author shows the shape, appearance, sound, smell, taste, atmosphere, situation of an object. In showing something, the writer seems to present something to the reader, so that it is as if the reader can see, hear, touch, and feel the object presented by the author (Ahmad Rofi'uddin, 2001: 117). The purpose of writing descriptive text is to invite readers together to enjoy, feel, understand as well as possible some objects (targets, intentions), scenes, activities (activities), people (personal, person), or moods (mood) that have been experienced experienced by someone who is writing (Tarigan, 1983:50).

The content of the descriptive text is the content of the text that describes something with the truth so that the reader can research and explore what is done according to the image of the author. Briefly, the description aims to make the reader aware of what the author has absorbed through his five senses. Stimulates the reader's feelings about what he describes, presenting a quality of direct experience (Mahsun, 2014:43). Based on this description, the purpose of this research is toknowing the benefits of Kine Master media as a medium of learning in the material for the ability to read descriptive texts for class VII (seven).

II. Review of Literature

2.1 Kine Master

According to Handoko (2021) Kine Master is a video editing application based on mobile devices with the concept of being free to use or subscribe. Meanwhile, according to Haryudin (2021), Kine Master is a mobile application specifically designed to help Android and iOS users modify videos from ordinary videos to more interesting videos. According to Fajariyah in Asholahudin et al (2021), provides a description of the steps to use Kine Master for making digital stories as follows: creating a new project, inserting visuals/videos from the media browser, inserting audio (recording or files), giving effects and editing timeline, save the video, in the last step save the video can be inserted into several sources. Athis application Kine Master gives a face or so-called gives a fairly simple appearance, but can store a variety of powerful features. We can make videos only through smartphone devices, with this application. As for the types of features found in the Kine Master application, there are project assistants, media support, audio, text, themes, editing tools, and others.

Kinemaster is an application used for video processing. With this application, you can make videos using only a smartphone device. The features offered are very complete like using video editing applications such as Adobe Premiere, Windows Movie Maker, and

Wondershare Filmora and so on. Some of the Kinemaster features that can be used to process videos include the following.

2.2 Kinemaster Features

a. Project Assistant Kinemaster feature to create a video project step by step, starting from choosing the video to be edited, choosing a theme, entering filters, audio to rendering video editing results. With this feature, it is very helpful to use the Kinemaster application.

b. Media Support Kinemaster supports almost all types of media formats, to be able to enter media into this application is very easy because all media stored on smartphones or on external memory will be displayed in the same window and separated by storage directory.

c. Audio Kinemaster is also equipped with quite a lot of background music, so it will make it easy for users who want to provide background sound either through Music Assets, SFX Assets, Recordings or by using music stored in smartphone memory.

d. Text It feels incomplete if a video editing application is not equipped with a text editor feature, Kinemaster has the feature to add and manipulate text with various types of fonts and styles. So that it will make video edits using the Kinemaster application more perfect.

e. Themes For users of the Kinemaster application, there is no need to worry about making an interesting video, because Kinemaster has been equipped with 4 themes that users can input into the user's video project, including Basic, On-Stage, Serene and Travel.

f. Editing Tools The Kinemaster application is also equipped with quite complete editing tools, such as Cut, Copy, Crop, Trimming, Color adjustment and many others.

2.3 Reading Ability

According to Laily, IF (2014) explained that reading ability is reading speed and overall reading comprehension. While Puji Santosa, et al. InLaily, IF (2014) explained that reading comprehlension is a continuation of reading silently, starting to be given in grade 3, and reading silently with the aim of understanding the contents of the reading. This opinion reveals that reading comprehension is a sub-topic of further reading. The goal is that students are able to understand, interpret, and appreciate the contents of the reading. Reading comprehension activities can be classified into literal comprehension, interpretive understanding, critical understanding, and creative understanding. NextLaily, IF (2014) toostates that reading comprehension is a type of reading that aims to understand literary standards or norms, critical reviews, written plays and patterns of fiction. Furthermore, Somadayo (2013) explains that the ability to read comprehension is a process of acquiring meaning that actively involves the knowledge and experience that the reader already has and is associated with the content of the reading. From this description, it can be concluded that the ability to read comprehension is the ability to obtain meaning both expressed and implied and to apply information from reading by involving the knowledge and experience that has been possessed.

2.3 Descriptive Text

The descriptive text according to Kosasih (2006: 26) is an essay that describes an object with the aim that the reader feels as if he or she sees the object being described for himself, while according to Mahsun (2014: 28), descriptive text is a text that has a social purpose to describe an object or objects individually based on their physical characteristics. Descriptive text is also writing that describes or describes something that will be revealed by the author, so that the reader or listener seems to see the object that has been discussed, even though the reader or listener has never witnessed it themselves.

III. Research Method

This research method uses the experimental method. Research to see the ability of students in the ability to read descriptive texts. After that, the researcher gave a questionnaire to find out students' answers about the use of Kine Master media in the English learning process. As for this research, this was done onclass VII of the 2020/2021 academic year of SMP Negeri 6 Cilegon which was then taken by 82 students as respondents. The distribution of the questionnaire to respondents uses the following options: Strongly agree, Agree, Disagree and Strongly Disagree. There are 5 (five) questionnaires distributed.

IV. Results and Discussion

4.1 Results

Based on the research studied, there are two aspects obtained from the research results, namely:

a. Student learning outcomes

Based on the results of the study, learning outcomes using Kine Master media also increased with an average student getting a score of 88 (Eighty Eight).

b. Questionnaire Results

The results of the questionnaire that have been distributed and received a response are 82 (Eighty two) students, namely:

a. First Question Questionnaire

Figure 1. The results of the first Question Questionnaire

Based on the answers described in Figure 1, it can be interpreted that there are as many students as there are questions, namely the Kine Master Learning Media is very well used as a learning resource. Students answered strongly agree as much as 15.9%, agree as much as 70.7%, Disagree 12.2% and strongly disagree 1.2%. This also means that there are 13 students who strongly agree, 58 students who agree, 10 students who disagree and 2 students who strongly disagree.

b. Second Question Question

Figure 2. The results of the second question questionnaire

Based on the answers described in Figure 2, it can be interpreted that as many students as there are questions, namely I am interested in learning to use Kine Master media. Students answered strongly agree as much as 17.1%, agree as much as 69.5%, Disagree 12.2% and strongly disagree 1.2%. This also means that there are 14 students who strongly agree, 57 students who agree, 10 students who disagree and 2 students who strongly disagree.

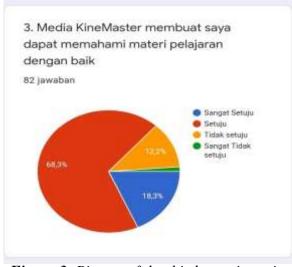## c. Third Question Questionnaire

Figure 3. Picture of the third questionnaire

Based on the answers of the students as many as the questions, namely Media Kine Master made me able to understand the subject matter well. Students answered strongly agree as much as 18.3%, agree as much as 68.3%, Disagree 12.2% and strongly disagree 1.2%. This also means that there are 15 students who strongly agree, 56 students who agree, 10 students who disagree and 2 students who strongly disagree.
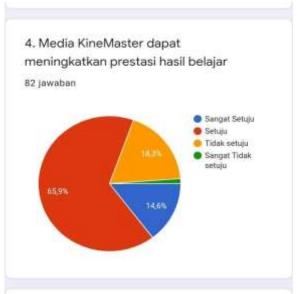
d. Fourth Question Questionnaire

Figure 4. *Picture of the fourth questionnaire*

Based on the answers of students as much as with questions, namely Media Kine Master can improve learning achievement. Students answered strongly agree as much as 14.6%, agree as much as 65.9%, Disagree 18.3% and strongly disagree 1.2%. This also means that there are 12 students who strongly agree, 54 students who agree, 15 students who disagree and 2 students who strongly disagree.

e. Fifth Question Questionnaire

Figure 5. *The results of the fifth questionnaire*

Based on the answers from Figure 5, it can be interpreted that as many students as there are questions, namely Through Kine Master media, I can repeat learning well. Students answered strongly agree as much as 15.9%, agree as much as 70.7%, Disagree 12.2% and strongly disagree 1.2%. This also means that there are 13 students who strongly agree, 58 students who agree, 10 students who disagree and 2 students who strongly disagree.

4.2 Discussion

Based on the results of the study, the use of Kine Master as a student learning media on the material of the ability to read descriptive texts for class VII SMP Negeri 6 Cilegon showed significant results. Media Kine Master can be used as a learning process for students' descriptive abilities in English lessons. It is also able to use Kine Master as a tool that can improve student learning outcomes well. The use of Kine Master is felt by students to be very useful at this time and from the results of the research, students also feel that they agree with the application of Kine Master media as their learning medium.

Kine Master can also be implicated in learning materials for students' descriptive abilities in class VII SMP Negeri 6 Cilegon as a superior medium. In the learning process using Kine Master, at first students felt unfamiliar with the media, but after being given education about Kine Master, the application of learning using Kine Master actually made and facilitated student learning. Based on the results of observations as well as the answers to the questionnaire from Kine Master students can help and students strongly agree to use Kine Master. Media Kine Master can also improve the achievement of class VII students of SMP Negeri 6 Cilegon.

V. Conclusion

Based on the results and data analysis, the average student agrees with learning using Kine Master. The use of Kine Master media for class VII for the 2020/2021 academic year at SMP Negeri 6 Cilegon can be used for the learning process in the classroom. Based on the results of this study, students can improve learning outcomes well. The conclusions obtained based on the distribution of questionnaires also allow students to feel the benefits of the Kine Master media. The advice given by the researcher is that so that students can get good learning outcomes, the use of Kine Master media must be considered. Then suggestions for further researchers to make this research as a study material.

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