

# powtoon

*by indah pramesti*

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12

## THE EFFECT OF USING POWTOON THROUGH RETELLING STORIES IN WRITING NARRATIVE TEXT

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**Abstract.** Learning media is one of the important thing in teaching and learning activities, and one of the media that can be used is online media. The aim of this study is to identify whether there is significant effect of Powtoon media through retelling stories to improve the students' writing skill in narrative text for students in IX MTs Muhammadiyah 1 Taman Sidoarjo. This study is using pre-experimental approach with one single class pre-test and post-test research design. The population of this study is all class of IX-A Regular grade of MTs Muhammadiyah 1 Taman Sidoarjo with total 26 students. A pre-test and post-test session has done by the researchers. Pre-test used to assess their skills before the treatment. Post-test used to assess their skills whether there is a significant effect after the treatment. Research instruments in the form of test. Data collection technique of this study is writing narrative essay through retelling stories with given picture on the work sheet. The study's findings revealed showed that using Powtoon to retell stories had a significant impact on the participants' abilities to write narrative text. According to the data analysis, the outcome based on SPSS Sig (2-tailed) is 0.000 that smaller than probability is 0.05 ( $0.000 < 0.05$ ). As the result, it can be showed that using Powtoon through retelling stories can improve students' writing skill in narrative text. This research is expected that it can give suggestion to EFL teacher about the alternative way of teaching English using digital media especially in writing narrative text.

**Keywords:** Powtoon; Narrative text; writing

20

**Abstrak.** Media pembelajaran merupakan salah satu hal yang penting dalam kegiatan belajar mengajar, dan salah satu media yang dapat digunakan adalah media online. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari media Powtoon melalui menceritakan kembali cerita untuk meningkatkan kemampuan menulis siswa dalam teks naratif untuk siswa kelas IX MTs Muhammadiyah 1 Taman Sidoarjo. Penelitian ini menggunakan pendekatan pra-eksperimental dengan desain penelitian satu kelas pre-test dan post-test. Populasi dari penelitian ini adalah seluruh siswa kelas IX-A Reguler MTs Muhammadiyah 1 Taman Sidoarjo yang berjumlah 26 siswa. Sesi pre-test dan post-test dilakukan oleh peneliti. Pre-test digunakan untuk menilai

kemampuan mereka sebelum diberikan perlakuan. Post-test digunakan untuk menilai kemampuan mereka apakah ada pengaruh yang signifikan setelah diberikan perlakuan. Instrumen penelitian berupa tes. Teknik pengumpulan data dari penelitian ini adalah menulis karangan narasi melalui menceritakan kembali cerita dengan gambar yang diberikan pada lembar kerja. Temuan penelitian ini mengungkapkan bahwa menggunakan Powtoon melalui penveritaan kembali memiliki dampak yang signifikan terhadap kemampuan peserta dalam menulis teks naratif. Berdasarkan hasil analisis data melalui SPSS, nilai Sig (2-tailed) adalah 0.000 yang lebih kecil dari probabilitas 0.05 ( $0.000 < 0.05$ ). Dengan demikian, dapat disimpulkan bahwa penggunaan Powtoon melalui menceritakan kembali cerita dapat meningkatkan kemampuan menulis siswa dalam teks naratif. Penelitian ini diharapkan dapat memberikan saran kepada guru EFL tentang cara alternatif dalam mengajar bahasa Inggris menggunakan media digital terutama dalam menulis teks naratif.

**Kata Kunci:** Powtoon, Teks Naratif, Menulis

## I. INTRODUCTION

English consists of four skills: reading, writing, speaking and listening. For junior high school students' English learning to be successful, these skills must be learned while studying the language but, one of the most crucial abilities that students must master is writing ability. Particularly writing is not always that easy for academic students, and it requires a lot of practice and study to make the students improve their skill in writing. Teaching writing skills, in Heaton's opinion, can be challenging because it necessitates a mastery not only grammatical and rhetorical strategies, but also conceptual and judging elements [1]. Muliani added that the only ability realized in written form necessary in the academic field is writing [2]. Writing is a challenging skill to develop. Writing is typically difficult for students, especially writing in English. According to Oshima and Hogue, writing is a skill that both native English speakers and English language learners should study and practice [3]. Since writing is one of the essential skills to master, it needs a particular approach to practice. Writing involves a number of different elements, according to Hyland, including editing for audience, content, voice, and rhetorical organization [4]. Students must be able to communicate their ideas in writing. Drafting, structuring, reviewing, concentrating on and coming up with ideas, and evaluating are some stages of writing, according to White and Arndt [5]. Through some difficulties that may be appeared, English teachers need to find solutions to learn writing. Using media is one of the ways that can be chosen to help students to learn writing.

Digital media can be one of the best media that will be used. Video is an interesting one because it contains audio and visual that makes the students interested. According to Brown, using digital video in the classroom greatly helps students make connections between theory and practice [6]. One of the digital videos that can be used is Powtoon. Powtoon is attractive and enjoyable in audio-visual media. Fauziah said the use of handwriting animations, cartoon animations, more colorful transition effects, and simple timing are all possible with Powtoon [7]. Powtoon is made of a short video that gives an explanation through picture, colors

and shapes. Learning through video not only bring information in a different way but also keeps students entertained to prevent boredom. Yuliantini claims that a web-based tool called Powtoon has cartoons, graphics, animation, and images [8]. The teacher can make learning engaging and enjoyable by using Powtoon.

Some researchers did the same research using Powtoon media. One of them is Oktaviani, Mandasari, and maharani; In the previous study, the researchers observed the implementation of Powtoon media using a qualitative method [9]. The researcher discovered that junior high school students' ability to write fiction can be enhanced by using Powtoon media. Meanwhile, in another study by Al Fitri, conducted another study and discovered that using videos on Powtoon to learn has an impact on improving reading comprehension of recount texts [10]. Moreover, the study by Marantika found that Powtoon can be utilized to create recount text; to determine whether Powtoon can be used to teach recount text to eleventh-grade students, the researcher used two different classes, one as a control group and the other as an experimental group [11]. Then, a thesis by Khoiril found that teaching through Powtoon media can help the students in second-grade senior high school students to improve their ability to write narrative text [12]. Through the previous research that has been done, the researchers want to conduct new research using Powtoon media, which focuses on the effect of students' writing skills in the narrative text through retelling stories and combining Powtoon Media with the retelling stories method. The researchers use one single class in ninth-grade junior high school.

The researchers use narrative text because it is based on the learning materials and syllabus in that school. Narrative text is a text that tells the sequence of past events, it has complications or problematic events and then a resolution to solve the problem. Brown stated that narrative is a recounting of an incident or occasion; it tells a story that demonstrates the validity of the argument [13]. Megawati stated that the purpose of a narrative text is to attract the reader in with a wonderful imaginary story [14]. The narrative text is written to immerse the reader in a story. Özdemir claimed that a narrator's perspective on an event or series of events is based on place, time, and people [15]. The purpose of narrative text is to entertain or amuse the reader. There are two types of narrative text. There are fictional and nonfictional narratives. A fictional narrative tells the story of an imaginary event that occurred in an imaginary world such as; Folktales, novels, comic books, short stories, fables, legends, and fairy tales. On the other hand, a nonfictional narrative recounts a real person's life. In this research, researchers use a fable as an example of a narrative text. Researchers combined the Powtoon media and retelling stories technique using narrative text. According to Defrioka, retelling is the process of re-memorizing what we have heard and read. Retelling is one of the effective ways that can be used [16]. Retelling through pictures can help the students to arrange the sequence of the story and to understand the plots and characters inside. Reem stated that retelling is the process of redoing or reconstructing something [17]. Malinee, retelling a story with pictures can be a very effective way to learn a new language. It presents a goal for scaffolding language comprehension learning [18]. According to Morrow, Story retelling appears to use and extend the generative learning model in some ways [19].

Based on researchers' pre-observation at MTs Muhammadiyah I Taman Sidoarjo on 31<sup>st</sup> October

26  
2022, it was found that students still have difficulties in learning English, especially in writing. The students found some difficulties in writing, arrange the words, grammar and punctuation in the written text. The teacher also hasn't applied digital media such as Powtoon video explainers in teaching and learning activities. Researchers chose this school because learning media using Powtoon hasn't been applied yet. Considering the benefits of using video explainer and the need to improve student's writing skills, the researchers want to know the effect of Powtoon in teaching and learning activities. Besides that, in the previous study, the researchers only used Powtoon as the treatment and recount text as the material; in this study, researchers combined Powtoon and retelling stories method for the treatment and researchers used a different material that is narrative text. According to Hansen, rather than answering pre-set questions when retelling a story, students should reconstruct the major events and ideas presented in the text [20]. To assist students in writing narrative texts, the researchers used Powtoon as a teaching tool. The narrative text could be well delivered through video explainers such as Powtoon because it has interesting animated features that support the video becoming more attractive. This could be an easier way to explain what is narrative text, the generic structure and the example of narrative text. Therefore, it was hypothesized in this study that using Powtoon media would significantly affect the students in lower secondary school who were writing narrative texts by retelling stories. The research question is formulated as follows: (1) Is there any effect of using Powtoon media through retelling stories on writing narrative text at lower secondary school students?

## II. RESEARCH METHOD

To find the answer of the research problem, researchers uses quantitative method. According to Manurung, a quantitative research aims to test objective theories by investigating the relationship between variables [21]. Ary defines the goal of quantitative research is to identify testable, verifiable hypotheses that explain phenomena by demonstrating how they are derived from theoretical premises [22]. The data has taken using pre-experimental design approach in one single class. This research was held in around February to March in the second semester in 2022/2023 academic year. The population of this research is using one class in IX-A regular, with 26 students. Researchers uses this class because it has recommended from the teacher. In this case, the researchers used pre-test and post-test design in a single class. The purpose of this study is to determine whether Powtoon media has a significant impact on students' ability to write narrative texts. To get to know the result, the researchers are comparing both pre-test and post-test. The teacher gave worksheet that contains with the sequence of picture of the story then the students need to retell the story that has been given by the researchers. After shown Powtoon explanation video about narrative text, researchers gave worksheet that contains with sequence of picture. The students need to retell the story according to their own words.

### a. Population and sample

27  
Population is set of object or subject that will be studied. When studying a population, the researchers focuses on one or more characteristics or properties of the object. Andriani stated that characteristic is called variables. In this research, the population that used is all the students at the ninth grade

of MTs Muhammadiyah 1 Taman [23]. The ninth grade consist of three classes, there are two classes of regular class and one class of ICP class. Regular class is uses the following curriculum that has been decided by the government. Whereas, the ICP class uses particular curriculum. In this study researchers use one class that is IX-A regular class with 26 students.

Sample is part of population. Ary defines a sample as a group chosen from a population for observation in a study It means sample is a group of population for research [22]. The sample is the number of students that has given pre-test, treatment and post-test. Then researchers have collected the result of the test sample to know the effect of using Powtoon media for learning writing narrative text. The researchers use purposive sampling which the English teacher give recommendation one class as the participant in this research. Therefore, the ninth A of regular class is the participant in this study.

b. Instrument of the research

The researchers use the instrument to collected the data. The instrument is a tool that used by researchers to measure the students' ability to understand about the material. In this study. The following instruments were used in this study:

1. Pre-test

Pre-test gives before doing the treatment during teaching and learning process. Pre-test is doing as a brain warm-up and to measure students' initial abilities before the treatment was given to the students. In this study, in the first meeting, researchers gave pre-test worksheet contains pictures with sequence of events of fable under the title "**The Monkey and The Armadillo**". The students need to retell the picture in the written form according to their own words or understanding consist of 3 paragraphs with min 100 words.

2. Post-test

Post-test gives after the students get treatment from the teacher in learning process. In post-test researchers compare the result between before and after the treatment was given. In the third meeting, researchers gave post-test worksheet contains of picture with the title "**The Rabbit and The Turtle**" the students need to write the story in their worksheet consist of 3 paragraphs with min 100 words.

3. Teachers' Attribute

Researchers need to prepare some attributes before directly teach the students such as; lesson plan, validity form, Powtoon video as the media and work sheet. Researchers have to well-prepared before take the data. Researchers gave sample of the work sheet and video to the English teacher due to the validity stuffs before given to the students.

4. Validation Stuff

Researchers has validated the instruments before doing the research such as pre-test and post-test worksheet, media (Powtoon video), and lesson plan to the expert. Researchers has validated in two experts to proof that the instruments are ready to use.

Some criteria about writing skill. The criteria of writing elements according to Hughes [24]:

Aspect	Score	Description
Content	30-27	<b>Excellent to very good:</b> the information is pertinent to the topic; knowledgeable; significant
	26-22	<b>Good to average:</b> include a basic understanding of the subject, a suitable scope, minimal development, and mostly accurate but not in-depth information
	21-17	<b>Fair to poor:</b> little or no substantive information, little or no topic development.
	16-13	<b>Very poor:</b> fails to demonstrate subject knowledge; non-substantive, impatient, or inadequately thorough to assess
Organization	20-18	<b>Excellent to very good:</b> coherent writing, logical sequencing, ideas that are clearly stated and supported, and fluent expression.
	17-14	<b>Good to average:</b> a little choppy; loosely organized, but the main ideas stand out; little support; and logical, but insufficient, sequencing
	13-10	<b>Fair to poor:</b> lacks logical sequencing and development, has incoherent or disjointed ideas, and is poorly written.
	9-7	<b>Very poor:</b> lacks organization, doesn't communicate, or has insufficient organization to evaluate
Language use/Grammar	25-22	<b>Excellent to very good:</b> the effectiveness of grammar; few (if any) errors in agreement, tense, word order/function, articles, pronouns, and prepositions
	21-18	<b>Good to average:</b> Several errors of agreement, tense, word order/function, articles, pronouns, and preposition, but meaning is rarely obscured; effective but simple construction; minor issues in complex construction;
	17-11	<b>Fair to poor:</b> large-scale issues with simple or complex construction; frequent agreement tense errors; word order/function articles; pronouns;

		prepositions; run-on sentences; and unclear or obscured meaning
	10-5	<b>Very poor:</b> almost no command of grammar rules, a lot of mistakes, ineffective communication, or insufficient evaluation
	1	
	20-18	<b>Excellent to very good:</b> mastering word formation, having a wide vocabulary, and using words well
31 Vocabulary	17-14	<b>Good to average:</b> sufficient scope; the occasional grammatical or usage error does not obscure meaning
	13-10	<b>Fair to poor:</b> limited options; frequent grammatical and usage mistakes; unclear or obscured meaning
	4	
	9-7	<b>Very poor:</b> Basically translation; inadequate vocabulary or word form knowledge; or insufficient evaluation
	1	
	5	<b>Excellent to very good:</b> paragraph mastery; few (if any) spelling, punctuation, and capitalization mistakes
	4	<b>Good to average:</b> the meaning is not obscured by occasional spelling, punctuation, capitalization, or paragraphing errors.
	1	
	3	<b>Fair to poor:</b> a lot of spelling mistakes, capitalization, punctuation, paragraphing, unclear meaning, and bad handwriting
	2	<b>Very poor:</b> a lack of understanding of convention, a preponderance of spelling, punctuation, and capitalization errors, illegible handwriting, or insufficient information to evaluate
31 Mechanics		

3  
c. Method of collecting the data

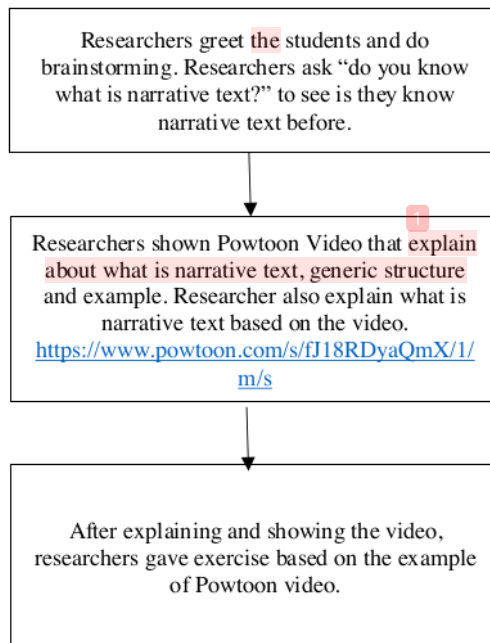
The data is collected using a test instrument by the researchers. The researchers gave pre-test and post-test in one single class. The goal is to finding how much they can handle before the treatment and after given the treatment. Then the researchers measure both result. It is to see how well Powtoon media can be used for the students in writing a story particularly in narrative text.

d. Procedure of collecting data

The steps for collecting the data:



1. The researchers came to MTs Muhammadiyah 1 Taman, Sidoarjo and asked permission to do the experiment at the school
2. The researchers preparing all the instrument that will need.
3. The researchers come to one single class that is the ninth grade regular B with 26 students as a sample
4. The researchers gave the pre-test before giving the treatment.
5. The researchers gave the treatment to the students which is teach by using Powtoon as the media.
6. The researchers gave post-test to the students
7. The researchers analyze the data between pre-test and post-test result.
8. The treatment is visualized as follow:



e. Data Analysis

To know the hypothesis of the effect using Powtoon media to teach narrative text before and after the treatment, the experiment will be tested using SPSS 26 program, researchers use Mann-whitney test which is the data 'significant' of pre-test and post-test is smaller than significant value (0.05) it can be concluded that the research data has shown significant effect.

### III. FINDING AND DISCUSSION

Based on the result that already obtained, the data are discussed in details. Data was gathered through the use of quantitative research. Quantitative data provides a precise count of the students' written results.

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.161	26	.083	.897	26	.014
Posttest	.160	26	.087	.912	26	.029

**Figure 1. Test of Normality**

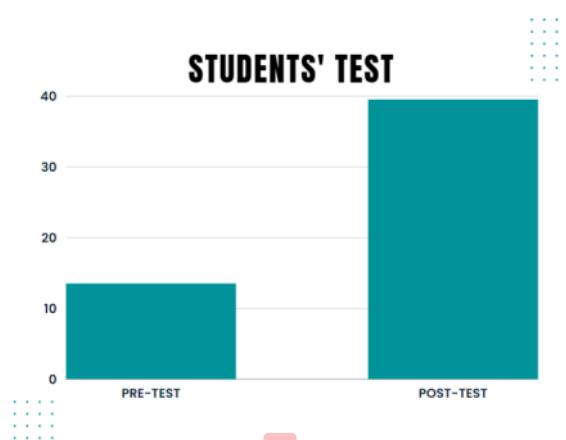
Figure 1 shows the result of normality test for Class IX-A students before and after the treatment. The result of the figure above shows a significant pre-test value of 0.014, and for the post-test value shows a significant value of 0.029. Because the significant value shows result is smaller than 0.05, it can be concluded that the results of the normality test are said to be abnormal. Because the results show that it is not normal, the Mann-Whitney U test is used.

**Test Statistics<sup>a</sup>**

	Hasil tes siswa
Mann-Whitney U	.000
Wilcoxon W	351.000
Z	-6.193
Asymp. Sig. (2-tailed)	.000

**Figure 2. Mann-Whitney U test**

Figure 2 shows that there is a significant difference in student learning outcomes between the pre-test and post-test in English subjects in writing narrative text material so that, the hypothesis is accepted. Based on the results that have been obtained, Asymp. Significance (2-tailed) 0.000 which is smaller than significant value (0.05) therefore based on the results that already obtained, it can be concluded that there is a difference in learning outcomes before and after the treatment application of Powtoon as the learning media. Because there is a significant difference, it is said that there is an influence on the use of powtoon media through the retelling method on learning outcomes in English subjects with narrative text material.



25  
Figure 3. diagram of pre-test and post-test

Figure 3 shows that there is an increase in students' writing ability after the treatment. Mean in pre-test results is 13.50 and in the post-test result is 39.50 it shows that there is significant difference in students' pre-test and post-test.

Researchers conducted pre-test activity on Tuesday, January 31<sup>st</sup> 2023. Researchers gave test before applying treatment to measure the students' understanding how to write story in narrative text. Meanwhile, post-test conducted on Monday, February 6<sup>th</sup> 2023. Post-test used to measure students' understanding through the content of the story after applying the treatment. The result obtained that the students got the higher score after applied the treatment. Based on the five criteria of writing elements according to Hughes; content, organization, language use/grammar, vocabulary and mechanics, most of the difficulties that faced by the students are grammar and vocabulary [24]. Students still have difficulties in arrange the sentences with the right grammar. They also have not been able to choose the right vocabularies. In other criteria even though they cannot perfectly get the best result but they still get higher score in the post-test session. The students felt excited when received the materials and instruction through attractive animated video.

The use of digital media giving good impression and impact to the students. Sahroni, Purwanto and Sumantri stated that in the current era, digital-based media-based learning is indeed very necessary, particularly to accommodate the development of learners who are very familiar with the advancement of technology and information [25]. According to the previous research by Oktaviani, Mandasari, and Maharani the research on using Powtoon to increase English class students' comprehension. Information gathered through observation, testing, and questionnaires. The findings indicated that university students are interested using technology in the teaching and learning process. It found to be extremely beneficial to improve their understanding [9].

In other previous research by Fitri, it focused on teaching reading recount text through Powtoon media. The data obtained through Classroom Action Research (CAR). The result of the research is

Powtoon is a learning media that proven to be able to affected the improvement of learning outcomes [10]. Using Powtoon to teach the students to write narrative text through retelling stories made them enjoy learning and ease them to write especially in narrative text. Through some pictures that has shown made them easier in writing narrative text on their worksheet. Students get new information that is provide information about narrative text in a unique way, so that they are not get bored. Students feel more confident in writing the story according to their understanding and experienced different way in learning English. Powtoon application was able to provide attractive animated stuffs that makes the material well delivered.

#### IV. CONCLUSION

The usage of powtoon media through retelling stories in writing narrative text was successful, which it recommended for teachers to improve the students' writing skills in narrative text. The research that has been done has shown that Powtoon media significantly improved students' ability to write narrative texts. It gives different experiences for the students in learning English in a different way. Both teaching and learning activities could go well. Learning media are required to make students interested in studying. Additionally, teachers need more techniques to help students comprehend the material. Powtoon can be one of the effective way to use. According to the result of this study based on SPSS sig (2-tailed) is 0.000 that smaller than probability is 0.05 ( $0.000 < 0.05$ ). As the result, it can be showed that using Powtoon through retelling stories can improve students' writing skill in narrative text. From Powtoon, students can get something fresh and attractive way to improve their skill and get more motivation to learn especially in learning English. Powtoon might be a fun educational tool for both students and teachers than given material in conventional classroom with same way. The limitation of this study shows that the content of Powtoon is short. It needs to be completed by giving more explanation inside. The next researcher is recommended to develop the content material become richer so that, the concept of narrative text can be more detailed.

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