POWTOON: A TOOL FOR TEACHING STUDENTS' WRITING SKILL

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Abstract. *By using PowToon for teaching descriptive writing, this study seeks to examine the effect of the media to the students' writing achievement. The participants of the study were the seventh grade students at SMP Muhammadiyah 4 Gempol. The study employed quantitative pre-experimental methods and a single group pretest-posttest design. In the study, the results of the students' pre-test and post test were analyzed quantitatively using a paired sample t-test. The findings reveal that utilizing PowToon has a significant effect on the students' writing achievement. Through the t-test it shows that t-value (-5,910) is higher than the t-table (2,796).*

Keywords – *PowToon, writing achievement, teaching media, descriptive text.*

Abstrak. *Dengan menggunakan PowToon untuk mengajarkan penulisan deskriptif, penelitian ini berusaha untuk menguji pengaruh media tersebut terhadap prestasi menulis siswa. Partisipan dari penelitian ini adalah siswa kelas tujuh di SMP Muhammadiyah 4 Gempol. Penelitian ini menggunakan metode pra-eksperimental kuantitatif dan desain pretest-posttest satu kelompok. Dalam penelitian ini, hasil pre-test dan post-test siswa dianalisis secara kuantitatif dengan menggunakan uji-t sampel berpasangan. Hasil penelitian menunjukkan bahwa penggunaan Powtoon memiliki pengaruh yang signifikan terhadap prestasi menulis siswa. Melalui uji-t menunjukkan bahwa nilai t-value (-5.910) lebih tinggi dari t-tabel (2.796).*

Kata Kunci – *PowToon, prestasi menulis, media pembelajaran, teks deskriptif*

INTRODUCTION

Students need to acquire writing skills just as they do for speaking, listening, and reading skills. Additionally, writing can assist someone in putting their emotions into words, inviting other people to share the writer's experiences. Writing competence, according to Suwandi (2021) , is the capacity to express ideas, thoughts, or feelings to another person through written language. For thousands of years, writing has been an essential component of human civilization. Writing has a long history, is still evolving, and is now a highly significant method of communication in our day-to-day interactions.

Yunus (2007) asserts that writing consists of four components: the writer, who transmits the message; the writing's content; writing as a medium; and the reader, who receives the message. Transactions involving reading and writing will not take place in daily life without the four aforementioned components. Furthermore, according to Brown & Lee (2015), written products are frequently the outcome of thought, drafting, and revision processes that call for particular abilities that not everyone naturally possesses. Huy (2015) states that mastery of several writing abilities is necessary, such as spelling, grammar, punctuation, and organization.

Writing has changed over time, starting with handwriting on tangible things like paper and progressing to a more advanced digital environment with social media, blogs, and online writing tools. Everyone may now more easily access the writing process, which provides opportunities for a variety of authors, including journalists, digital content creators, poets, and novelists. One of the biggest shifts brought about by the digital revolution is the way that students' write and communicate. Students' are required to produce persuasive essays and research reports, among other more conventional types of communication, but people also exposed to new digital writing formats (Omar et al., 2014).

Students obviously enjoy using technology, based on how often they utilize it in the classroom. Students can become more engaged and interested in the subject by using technology in the classroom (Ghavifekr & Rosdy, 2015). However, back to reality, teachers must deliver teaching in a way that is in accordance with today's times, so that students' do not feel bored.

Ghavifekr & Rosdy (2015) also assert that students will learn more effectively in a technology-based environment, especially in the classroom, because they are accustomed to it, so that students' learning is not boring anymore. There are many ways for integrating technology into the classroom – using PPT for presentation or using Canva to make a teaching module – may enhance instruction and learning. Given the current conditions, instructors ought to include technology into their teaching and learning activities at the very least (Oktaviani & Mandasari, 2020).

In line with the previous statement, Harmer (2011) states that students' might be inspired and engaged to write when writing instruction is provided using audiovisual materials. Powtoon is one piece of software that can assist children in developing their writing abilities. Rahmawati & Suhendra (2021) claims that Powtoon can upgrade students' motivation and it assists students to absorb it easier. Powtoon has several features such as decoration, writing style, and cute images that had been provided. Many of the Powtoon elements are free, but there are also paid ones. In line to Anita & Kardena (2021), with Powtoon, you can make animated presentations that make sense and flow easily. Powtoon is an online tool that provides a plethora of media possibilities, graphics, cartoons, and animated images. With the presence of Powtoon, it is hoped that it will bring enthusiasm to the younger generation to convey their writings.

Powtoon can be used in various groups, from old generation to young generation, for business, teaching, and etc. Ilya Spitalnik, the company's inventor, stated that Powtoon was developed as an inexpensive tool that anybody could use to make animated videos for their business, school, or classroom (Anita & Kardena, 2021). Powtoon may assist teachers in teaching writing lessons by providing more information, such as the use of bubbles for dialog or other features like people, shapes, pictures, audio, etc. The materials will be delivered in a fun and non-monotonous way and can also provide new ideas for Powtoon users. Writing activities using books and pencils are no longer suitable for millennial students. Therefore, the presence of Powtoon can provide students with a fresh perspective. Powtoon supports a wide range of elements, including music, audio, animation, text, and characters, all of which may make studying fun in EFL classes, boost student motivation, and meet the demands of English language learners (Yuliantini, 2021).

A large number of previous studies have addressed the efficacy of Powtoon. Firstly, research by Jabir et al. (2021) used an experimental design to investigate the impact of using Powtoon on the motivation of third-grade primary school students. The findings showed that the use of Powtoon had an important effect in increasing students' motivation in online learning, although teachers' originality and innovation should still be considered when using Powtoon. Mita et al. (2022) conducted research related to student perceptions of online learning in high school students using a descriptive study method using the Powtoon application. The findings of this study show that students can understand the material easily, Powtoon also helps students in improving listening skills, speaking skills, and vocabulary mastery. The researcher said that students are very interested to learn the material and increase students' learning motivation. Another study examined the effects of using Powtoon on the literacy skills of Bumigora University students. Rahmawati & Suhendra (2021) conducted this research. The research findings show that students feel happy and interested in creating materials using Powtoon because of the many animations that can be used. This research suggests lecturers to use Powtoon in teaching writing, but they should also prepare a good internet connection.

Anita & Kardena (2021) stated that additional benefits of Powtoon including its animated features and a variety of transition effects that encourage students to learn and focus on what they are studying. It can help teachers more effectively integrate the new cloud-based features into their lesson plans and be utilized in both small and big study groups. Lastly, Powtoon's unique material presentation encourages students to write about what they have learned. Despite a wealth of studies on media usage in the classroom – particularly Powtoon – many studies demonstrate Powtoon's

efficacy in basic education. Thus, the current study's goal is to use Powtoon to educate junior high school students how to write. The research question of the study is formulated as the following: Does Powtoon have an impact on the students' writing descriptive text achievement?

RESEARCH METHODS

The study used a single group Pre-Test-Post-Test design and a pre-experimental technique with quantitative approaches. The design was chosen since the research limits to one class – the experimental class – and carries out at SMP Muhammadiyah 4 Gempol. The subjects of the study are the seventh graders that consists of 26 students. The design model is as follow:

Table 1. *Design Research Model*

Category	Pre-test	The treatment	Post-test
a quasi-experimental class	T_1	X	T_2

The pre-experimental class was given a pre-test prior to receiving treatment and a posttest following it. The pre-test aimed to assess the pupils' writing abilities prior to receive the treatment. The purpose of the post-test was to assess the participants' writing abilities following the treatment. Students were required to compose a descriptive text for both the pre-test and post-tests.

In scoring the tests, the researchers used Brown's theory (2015) which measure five criteria; in particular, mechanics, vocabulary, syntax, structure, and content. The criteria's descriptions are presented in the following table.

Table 2. *Brown Writing Scoring*

Aspect	Score	Performance Description	Weighting
Content (C) **30%**	4	The topic is clear and comprehensive and the details are relevant to the issue.	3x
	3	The topic is clear and comprehensive, but the details are almost relevant to the topic.	
	2	The topic is clear and comprehensive, but the details are not relevant to the topic.	
	1	The topic is not clear and the details are not relevant to the topic.	
Organization (O) **20%**	4	Complete identification and well-placed connectives are used in the descriptions.	2x
	3	Complete identification and almost well-placed connectives are used in the description.	
	2	Uncomplete identification and few misuse connectives are used in the description.	
	1	Uncomplete identuification and misuse of connectives are used in the description.	
Syntax (S)	4	Very few errors in agreement or grammar.	2x

20%	3	Few errors in agreement or grammar, yet have no effect on the message.	
	2	Numerous errors in agreement or grammar.	
	1	Frequent errors in agreement or grammar.	
Vocabulary (V) 15%	4	Sensible word and word form selection.	1,5x
	3	Few people misapply word forms and vocabulary without modifying its meaning.	
	2	Restricted variety of perplexing word forms and words.	
	1	Very bad knowledge of vocabulary, word formations, and not intelligible.	
Mechanics (M) 15%	4	It capitalizes, punctuates, and spells words correctly.	1,5x
	3	It occasionally uses incorrect capitalization, punctuation, and spelling.	
	2	It frequently uses incorrect capitalization, punctuation, and spelling.	
	1	Errors in capitalization, punctuation, and spelling predominate.	

$$\text{Score} = \frac{Content + Organization + Grammar + Vocabulary + Mechanics}{20} \ X \ 100$$

After adding up each criterion's score, the researcher utilized the rubric to grade the test results and then calculated the overall score. Next, the following formula was used to count it:

$$\text{Score} = \frac{obtained\ score}{\max score} \ X \ 100$$

Two raters evaluated each student's work for the pre-test and post-test in order to guarantee the validity of the data in this study. Next, the t-test analysis was used to compare the test findings from the pre- and post-test.

FINDINGS AND DISCUSSION

The purpose of this study is to respond to the research question, "Does Powtoon have an impact on the students' achievement in writing descriptive texts?" The researchers discussed the study's findings and findings in this section.

The pre-experimental design was employed by the researcher to gather quantitative data. Twenty-five individuals received pre- and post-test designs from the researcher. The results of a writing exam given to participants who were seventh-grade students were used to analyze the quantitative data. In this study's design, all participants received instruction utilizing videos as real-world examples to help them write more descriptive texts. The number of people who participated and the outcomes of the two raters' score calculations utilizing Brown's theory (2015) are listed below.

Table 3. *The participant's pre-test and post-test scores*.

NO.	NAMA	PRE-TEST		POSTEST	
		RATER 1	RATER 2	RATER 1	RATER 2
1.	Participant 1	67	65	80	83
2.	Participant 2	60	50	70	71
3.	Participant 3	60	53	80	87
4.	Participant 4	65	60	75	72
5.	Participant 5	61	57	65	72
6.	Participant 6	69	60	70	67
7.	Participant 7	54	50	60	61
8.	Participant 8	60	52	60	62
9.	Participant 9	63	61	60	62
10.	Participant 10	60	52	75	77
11.	Participant 11	60	50	60	63
12.	Participant 12	57	57	60	67
13.	Participant 13	60	52	60	65
14.	Participant 14	62	76	65	63
15.	Participant 15	60	50	70	75
16.	Participant 16	58	63	75	77
17.	Participant 17	67	60	75	79
18.	Participant 18	60	54	60	65
19.	Participant 19	66	60	70	79
20.	Participant 20	57	64	60	67
21.	Participant 21	60	52	60	61
22.	Participant 22	68	60	60	64
23.	Participant 23	60	54	60	62
24.	Participant 24	63	68	75	85
25.	Participant 25	65	65	70	83

The pre-test and post-test outcomes improved, according to the analysis of the first set of data. One student completed the test with the highest score, and another received the lowest. [Figures 1 and 2] show the pre- and post-test results for the participans. As can be seen in [Figure 3] and [Figure 4], students write descriptive text on a sheet of paper to serve as the pre- and post-test format.

To ascertain if employing Powtoon has an impact on students' performance in producing descriptive texts is the study's hypothesis. Using Windows-based SPSS *(Statistical Program for Social Science)* software, researchers employed paired sample t-test to ascertain if the hypothesis will be accepted or rejected by the researcher. The information entered into the software known as SPSS matches the individuals' pre- and post-test information. The paired sample t-test is used in data processing to provide statistical data output.

Table 4. *The influence of using Powtoon on students' writing achievement*

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - postest	-12,0400	10,1862	2,0372	-16,2447	-7,8353	-5,910	24	,000

Table 4 displays the following data: mean value (-12,0400), standard deviation (10,1862), standard error of the mean (2,0372), lower and upper values of the 95% confidence intervals for the difference (-16,2447 and -7,8353), t-value (-5,910), degree of freedom (24), and 2-tailed significance. In the meanwhile, the t-table (2,796) is extracted from the statistical rules t-table based on the preset 0,05 level of significance and 24 degrees of freedom.

The standards for accepting or rejecting a hypothesis based on test-value or significance (Sig) were applied in the hypothesis testing process. The following conditions are applied to the t-value:
- The null hypothesis (Ho) is accepted if the t-value is less than or equal to the t-table value.
- The null hypothesis (Ho) is rejected if the t-value is larger than or equal to the t-table value.

The data analysis findings show that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected because, for df 24, the t-value (-5,910) is greater than the t-table (2,796) at a significant threshold of 0.05. In the interim, the following methods can be used to determine the significance:
- Ho is rejected if the significant value is more than 0.05.
- If the significant value < 0,05 then Ha is accepted.

The paired sample t-test obtains a significant value (sig. 2-tailed) of 0,000 or 0, according to the findings of the t-test calculation using SPSS. It may be determined that Ho is rejected while Ha is approved since 0,000 < 0,05. This indicates that the impact of utilizing Powtoon on students' performance in descriptive text writing is demonstrated by the pre- and post-test results for 25 participants, which were examined using paired sample t-test. Therefore, it can be said that utilizing Powtoon significantly affects students' performance in creating descriptive prose.

The outcomes of this study hypothesis can address the issue formulation as stated in chapter one, where the research discovered that all alternative hypotheses (Ha) were accepted, by taking into account the findings pertaining to the aforementioned hypothesis. According to the study findings supporting the first hypothesis, utilizing Powtoon significantly affects students' ability to write descriptive language. According to Spitalnik (2013), Powtoon gives teachers innovative teaching resources that eventually raise student success. In addition, Powtoon is a useful tool that welcomes, entertains, and eases students into the classroom, as found by Semaan & Ismail (2018). When writing skills are taught using Powtoon, kids are able to compose more descriptive texts. In addition to improving students' writing, Hasan & Marzuki (2017) reported that this strategy addressed students' spelling, vocabulary, grammar, and topic. The first hypothesis's results, which indicate that utilizing Powtoon has a major impact on students' writing abilities, demonstrate how much the study's students' writing skills have improved.

CONCLUSION

This study uses a pre-experimental design using pre- and post-test techniques to assess how utilizing Powtoon affects students' descriptive text writing achievement. Because the t-value obtained is greater than the t-table, the pre- and post-test results demonstrate that using Powtoon has a substantial impact on students' writing achievement. Utilizing suitable medium, such as Powtoon, enhances students' comprehension of the taught content. Many students who are in favor of teachers using media into writing lessons have seen how it impacts their drive to study. Instructors are advised to use Powtoon or other pertinent media as a facilitator to ensure that students understand the content efficiently. Powtoon is one of the best educational resources, especially for building basic skills like speaking, writing, listening, reading, and vocabulary. Students who use Powtoon animated videos to help them understand the subject matter of descriptive text assignments will be able to write more effectively. Additionally, it is advised that pupils practice a lot to improve their vocabulary and grammar. More information on the use of technology or application software to increase students' writing motivation should be acquired for future research, since Powtoon is the language learning program that was employed in this study.

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APPENDICES

Figure 1. Photo of students taking the pre-test.

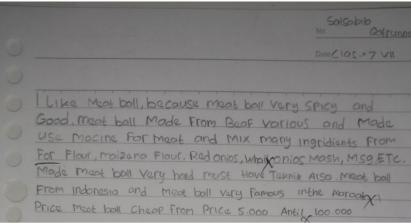*Figure 2* Photo of students taking the post-test
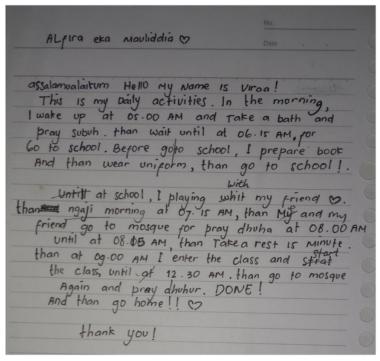

Figure 3 Photo of form pre-test student

Figure 4 Photo of form post-test student

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