THE USE OF POWTOON IN TEACHING READING RECOUNT TEXT

Rika Al Fitri

University International Batam
email: rikaalfitri01@gmail.com

Abstract

The 21st century learning is the learning that integrates students' ability in literacy, knowledge, skills and attitude as well as the authorization of technology. Thus, comprehending technology and learning are related. Technology can also be connected to language learning. The growth of the internet and technology, many companies have established free and paid applications and software to support the learning process. Powtoon media is a web-based application provided for users to create animated presentations using images, provide music. The advantage possessed by powtoon media is that it is able to provide various animated cartoon displays that can attract students' attention to pay attention to the lessons delivered by the teacher. This classroom research was carried out in three meetings. The author used one group pre-test and post-test design. Respondents in this study were 4 students of class X. Based on the research that has been done, it can be proven by using the results of the pre-test score obtained that has a score of 50,75 and the post-test score has 75,25. The test score has increased with an increase in value of 24,05. Based on this research, it is proven that learning by using video powtoon will have an effect on increasing learning outcomes. Therefore, the powtoon learning media is proven to be able to improve learning outcomes, especially for class X students on recount text.

Keywords: *Recount Text, Learning Media, Powtoon*

Background

Reading is the practice of using text to creat meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place Johnson (2008). The more people read, the wider their horizons and knowledge, so that they have enough references and will not run out of ideas for writing. By reading, you are also improving your English skills. For example, while reading, you will discover a lot of new vocabulary that you may not have known before. In English there are several types of texts in English. One of them is Recount Text. Recount Text is a type of text that contains stories about our experiences in the past. We can know this understanding from the name alone, namely recount which means 'to retell'. Because the stories written are things that happened in the past, we use the Simple Past Tense Firda (2016).

The author is currently teaching at a private school called Baitul Hikmah Islamic School and teaches at the high school level. Where at that level the author teaches Recount Text material. The author finds the Recount Text material taught by the author very difficult for students to understand because the author finds that there are difficulties in identifying main ideas and inferences. Students have difficulty in understanding Recount Text texts, namely limited vocabulary knowledge, problems with remembering information, lack of understanding with subject matter, lack of fluency in reading, and difficulty understanding texts because of the large number of texts. Therefore, the

author plans to apply the use of Powtoon in teaching Recount Text.

ICT-based learning media with powtoon applications are included in the audio-visual motion learning media. According to Rusman in Suaedi (2020) ICT is a component of learning resources that contain instructional materials in the student environment in the form of information and communication technology. In other words, this media is a means of disseminating information in the form of hardware, software, network systems and computer infrastructure. Powtoon is an online application program on the internet and functions as a video maker application for presentations and learning media. Powtoon is an online service that is used to create a presentation for presentations. According to Zulfah (2020) powtoon has the advantage that there are many various animation features and effects that make presentations or learning videos look interesting.

Powtoon is also an application in the network (online) that can help users create an exposure through the animation feature. There are animations in the form of handwriting, cartoons, and transition effects. This powtoon media focuses on making animations, so users can make slide shows play like a movie. Powtoon is produced by a company in the UK that sells cloud-based software for creating animated presentations and animated videos. In mid-2013, powtoon introduced a free account option that allows users to create animated videos that can be exported to social media or to be stored in their own gallery.

Media also could improve learning result. Lonka (2015). There are some benefits of using powtoon media in the learning process : (1) studying would be interested that could give students a motivation to learn. (2) learning material would be easy to understand and enable the students to control and get the purose 11 of the learning. (3) the learning method would be more variation through verbal communicatin from teacher"s

explanation.The author uses the Powtoon media to be applied at the Baitul Hikmah Islamic High School level as a learning medium to attract more students' interest in learning, especially for class X students. This media will foster student interest, foster student interest in learning and grow student learning outcomes.

The Role of Powtoon Media in Increasing Student Interest and Learning Outcomes The learning process of Indonesian economic actors using Powtoon learning media will be more interesting and helpful for teachers and students because this media is more interesting than power points commonly used by other teachers and this media can increase interest in learning and student learning outcomes According to Slameto (2017) that interest can be expressed through a statement that shows through participation in an activity, students have an interest. Studying a subject certainly tends to give more attention to a particular subject. This Powtoon is felt to be able to make students interested in studying economics more deeply, and can increase students' interest in learning to be enthusiastic about learning, so that it can also improve student learning outcomes. And students' interest in learning activities that have been carried out through the use of Powtoon learning media. The way to see learning outcomes used in this study is daily tests. Because daily tests are one of the easiest evaluation tools to see the achievement of student learning outcomes. Based on the description above, it can be concluded that the use of Powtoon learning media can make students understand the lesson better and generate enthusiasm for learning.

Powtoon learning media is one of the audio and visual-based learning media. According to Ariyanto (2018) "Powtoon is one type of online service that has interesting animation features in delivering messages in the form of videos." This is one alternative from developing technology to use interactive learning

media on material that is considered difficult to be more fun because it is presented with a combination of several media such as audio and visual. Therefore, this media is very interesting to use in the classroom as an alternative learning media so that students do not get bored with learning but also make teacher learning media more varied. Students' interest in learning can be seen from the activities carried out by students during the lesson, because their activities are the key to their interest. According Susanto (2013) that "Interest in learning is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest in learning is basically the recipient of a relationship between oneself and something outside oneself."

According to Ariyanto (2018), powtoon can make students better understand the lesson and raise the spirit of learning. With a learning atmosphere that attracts attention, students can influence student learning interests so that they can improve student learning outcomes.

The first research has been conducted by Maryam Nerissa (2020). She conducted a research "Developing media based on Powtoon in teaching writing recount text for grade viii pupils in smp Muhammadiyah" highlights how students don't grasp recount text. Because students lack English vocabulary and are unfamiliar with the conventions of narrative text. The author employs a descriptive research that includes both qualitative and quantitative data. The qualitative data came from interviews with the teacher and a few students. The questionnaires yielded quantifiable data in the form of percentages. The data analysis was based on these two forms. The information came from the interview. These statistics were required in order to examine the writing media and the students' needs in learning writing, particularly in Recount text. The information was separated There are two types of data analysis: qualitative and quantitative data analysis. The data was

collected first, and then the conclusions of the study were explained. The qualitative data was examined by displaying the interview's conclusion.

Fathullah (2021)uses research. This research uses a pre-experimental design with this research design, namely One group pretest-posttest design, and uses instruments or data collection techniques, namely tests and questionnaires. The respondents in this study were 20 class VII/f students at MTSN 5 Bireuen. The results of this study based on the research that has been done, it can be proven by hypothesis testing using t-test that the value of tcount > ttable is 8.008 > 2.086, thus Hadi accepts. Testing this hypothesis shows the value of Sig. <0.05 where Ha is accepted. Student responses to the use of powtoon media in Al-Qur'an Hadith subjects can be proven by the results of the questionnaire obtained with a positive response questionnaire percentage of 93.56%, while the number of negative response questionnaire scores is 95%. Based on negative statements, it is explained that 95 % of students answered strongly disagree with negative statements, so this shows that the use of these media and can improve student learning outcomes.

Another study by Entis Sutisna, Lungguh Halira Vonti, and Septian Agung Tresnady (2019) employed a descriptive method in their investigation. The goal of this study was to use PowToon software to determine students' perceptions and obstacles in the teaching and learning process. The participants in this study were first semester English Education Study Program students from Pakuan University's Faculty of Teacher Training and Education. PowToon, they discovered, can assist pupils in comprehending the topic. As a result, studying using PowToon's animated movies makes the process more pleasurable. The researcher discovered that each student had their unique perspective and difficulty in understanding the content through the

PowToon animated film. Each student's issues and opinions are expressed in different ways, but converge on the same essence Students, on the other hand, must focus more on the content itself.

From the three perivious studies above, the difference that the author has made is focuses on the students' reading ability in recount texts. by using the method of one group pre-test and post-test design. The one group pretest-posttest design was tested twice, namely before being given treatment it was called pre-test and after treatment it was called post-test. The purpose of this study was to measure their ability to prove an increase in learning outcomes in the powtoon learning media, which was proven to be able to improve learning outcomes, especially for class X students on recount text material.

Research Methods

This research is a Classroom Action Research (CAR). Stating that Classroom Action Research is a process carried out in collaborative activities to find solutions to real problems in the classroom, as well as to improve teaching and improve student achievement. And according to Mettetal (2002) CAR is a method of finding out what works best in your own classroom so that you can improve student learning.

This research was conducted at Baitul Hikmah Islamic High School. The subjects of this study were students of class X IPS-1. The data collection techniques in this study used the methods of observation, tests, and documents. The method of data analysis used descriptive qualitative analysis. This classroom action research procedure consists of four activities, namely: 1) Planning, before conducting research, the researcher prepares the formulation of the problem, objectives and makes an action plan, including research instruments and learning tools. 2) Actions and observations or observations, including actions taken by researchers as an effort to build understanding of

students' concepts and observe the results or impacts of the use of Powtoon learning media. 3) Reflection, the reflection stage is needed to review a series of activities that have been carried out previously. The reassessment can be used by researchers to determine the activities that have been achieved and those that have not been achieved during the implementation of actions and observations. 4) As a data collection tool in this study, an objective test of 10 questions was used in the form of an essay.

Finding & Discussion

The author conducted a pre-test activity on Monday, April 18, 2022. Before learning begins, a pre-test is held first which aims to see the initial ability of students in working on questions about recount text. Situation of the class when doing the pre-test was calm. some students did their best in doing the questions. after working 30 minutes, students collected it to the writer to be graded. Next, the average score of the class was calculated using the following categories.

Table 1.
Student' Score Category

No	Score	Category
1	10 - 39	Very Poor
2	40 - 60	Poor
3	61 - 70	Average
4	71 - 80	Good
5	81 - 100	Very Good

After conducting the pre-test, the author began to teach the recount text material as usual by speaking verbally and writing the material on the whiteboard.

The second meeting of the authors carried out the implementation using powtoon media. Before entering class, the writer prepares a projector to display the learning media for recount text material. After carrying out learning activities using powtoon media, the author gave an opinion

question whether teaching through powtoon media makes them more interested in learning recount text or not. They also thought that they were very interested because there were animation and sound visuals provided by the powtoon media. According Mafita Sari (2017) Powtoon is one type of online service that has interesting animation features in delivering messages in the form of videos. This is one alternative from developing technology to use interactive learning media on material that is considered difficult to be more fun because it is presented with a combination of several media such as audio and visual. Therefore, this media is very interesting to use in the classroom as an alternative learning media so that students do not get bored with learning media.

On the last day, the author held a post test to determine the students' improvement in reading ability. The teacher gave a test to the students to confirm their understanding of the text after being discussed used a video powtoon. The test consists of ten question essays related to the recount text that has been discussed. Students are given 30 minutes to complete the test. After that, students submitted their work.

In the post-test, the class was calm. They worked with focus and they seem easier to do the post-test. The average of improvement students' pre-test and post-test can be seen on the following table.

Table 2.
The Students' Average Score between Pre-test and Post-test Score.

Aspects	Mean Scores	Category
Pre-test	50,75	Poor
Post-test	75,25	Good

Based on the table above, it can be concluded that the use of powtoon media can increase the effectiveness of students by proving that the pre-test score obtained has a score of 50.75 and the post-test score has 75.25. The test score has increased with an increase in value of 24.05. In line with research by Rupawati (2017) it is known that learning using video powtoon will affect the improvement of learning outcomes. Therefore, the powtoon learning media is proven to be able to improve learning outcomes, especially for class X students in recount text material.

Conclusion

Based on the discussion in the previous chapter, it can be concluded that the use of powtoon learning videos in recount text learning as a medium to improve students' reading skills. This media not only increases students' recount text reading comprehension, but it also stimulates them to learn recount text in a new approach. Before using this media, students have not been able to understand the recount text well. However, by using this media, it helps students to understand language features, find out factual or detailed information and also draws the moral value of recount texts. In addition, the use of powtoon learning videos can improve students' reading comprehension. The students reading ability increased from pre-test to post-test. Shown by the increase in student scores and the learning process carried out by the author fulfills all aspects of the teaching objectives. Based on the author experience during the study, students proved that they were increasing in terms of reading, they did the correct pronunciation than before. And in filled out the questions, they have done according to the instructions that the author gave.

The author would like to give some suggestions for improving students' reading comprehension. For English teachers, to improve students' reading comprehension in recount texts, the author suggests that English teachers apply learning videos in teaching recount texts because they can help students understand recount texts faster than in English textbook.

For Students are recommended to pay attention and obey all of the teacher's directions while they are taught in order to understand the content and not lose focus, as well as to encourage themselves to study more and ask questions about what they don't understand to enhance their knowledge ability. For schools or institutions in the effectiveness of the teaching and learning process, schools or institutions are advised to facilitate schools or institutions with internet facilities for browsing videos from the web, and teaching media such as LCDs, projectors, laptops that promote the use of animated videos in the classroom.

Finally, the writer gives suggestions to other writers to use various approaches and media to perform classroom action research for other types of texts such as descriptive, recount, process, and so on. However, the author expects that this study may serve as a model for future authors to perform better research from other point of view.

Bibliography

Ariyanto, R., Kantun, S., & Sukidin, S. (2018). Penggunaan media powtoon untuk meningkatkan minat dan hasil belajar siswa pada kompetensi dasar mendeskripsikan pelaku-pelaku ekonomi dalam sistem perekonomian indonesia. *Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, *12*(1), 122–127.

Fathullah. (2021). Pengaruh penggunaan media powtoon terhadap hasil belajar siswa pada mata pelajaran Al-Qur'an hadist di MTSN 5 Bireuen. *Jurnal Edutcehnologia*, *1*(2), 101–114.

Firda, N., Rasyidah, U., & Kasyulita, E. (2016). The effect of herringbone technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir. *Jurnal Ilmiah Mahasiswa Prodi Bahasa Inggris UPP*, *2*, 1–7.

Johnson. (2008). Teaching reading and writing. *New York: Rowman and Littlefield Education*, *123*(10), 2176–2181.

Lonka. (2015). Innovative Schools: Teaching & Learning in the Digital Era. *Universitas Pendidikan Ganesha*, 42–52.

Mafita Sari. (2017). Media bahan ajar dengan video pembelajaran menggunakan aplikasi powtoon. *Journal of Basic Education Studies*, *4*(1), 2493–2499.

Maryam Nerissa. (2020). Developing media based on powtoon in teaching writing recount text for grade viii students in SMP Muhammadiyah 1 Medan. *Journal of English Language Teaching of FBS-Unimed*, *8*(3).

Mettetal, G. (2002). The what, why and how of classroom action research. *Journal of the Scholarship of Teaching and Learning*, *2*(1), 6–13.

Rupawati. (2017). Media pembelajaran powtoon untuk meningkatkan hasil belajar peserta didik. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *5*(2), 198–205.

Slameto. (2017). Pengaruh minat belajar terhadap prestasi belajar bidang studi ekonomi siswa MA Al Fattah Sumbermulyo. *Jurnal Ilmiah Pendidikan Dan Ekonomi*, *1*(1), 21–36.

Suaedi, H. (2020). Pembelajaran berbasis ICT media pembelajaran berbasis ICT dengan aplikasi powtoon. *JIPI (Jurnal Ilmiah Penelitian Dan Pembelajaran Informatika)*, *1*, 247–259.

Susanto. (2013). Teori Belajar dan Pembelajaran di Sekolah Dasar. *Jakarta: Kencana Prenada Media Group*, *7*(2), 107–115.

Zulfah. (2020). Penggunaan Powtoon Sebagai Solusi Media Pembelajaran Di Masa Pandemi Covid-19. *Konfiks Jurnal Bahasa Dan Sastra Indonesia*, *7*(2), 44–52.

https://doi.org/10.26618/konfiks.v7i2.
4538