



The Effect of Using Powtoon Animation Video Toward Students Writing Achievement on Descriptive Text in MAS Al Manaar Batuhampar

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ABSTRACT

This research was conducted due to several problems that found by the researcher. This research was aimed to find out the effect of using powtoon animation video toward students writing achievement on descriptive text. This research was conducted at the tenth grade of Mas Al Manaar Batuhampar. In this study, the researcher used quantitative method with pre-experimental design by comparing the students' pre-test and post-test scores. To determine the sample, the researcher used total sampling technique because there just only had one class as experimental class. The subject of this study tenth grade that consist of 26 students. The data was analyzed using t-test formula. The result shown that there were significant difference on the students writing achievement after taught used powtoon animation video. The students mean score of the post-test was 78.65, it is bigger than mean score of pre-test was 49.48. The researcher used t-test formula by comparing score of pre-test and post-test through SPSS. Based on the output statistic, the value of Sig (2-tailed) is $0,00 < 0,05$. It means that H_a is accepted. It means that the students writing achievement who are taught using powtoon animation video is better than before. In short, powtoon animation video has a significant effect on students' writing achievement on descriptive text at Mas Al Manaar Batuhampar.

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INTRODUCTION

Writing is one of the important skills of a language that is used to deliver ideas, opinions, thoughts, and feelings in written form. According to (Harmer, 2004), writing is a way to produce language and express ideas, feelings, and opinions. Writing is one of the language skills that are difficult for students. Especially in grammar, grammar is a basic knowledge for comprehending sentences in English. According to (Elturki, 2014), the students may face difficulties in applying English grammar in both speaking and writing in English. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Writing is not easy to master

because it requires hard thinking to produce words, sentences, and paragraphs at the same time. So it can be concluded that writing is a process to express ideas, feelings, and opinions in written form. Through writing, the writer can transfer information and knowledge to others. It can be said that writing means communicating between the writer and the reader.

Today, technology has increased significantly to fulfill human needs. With technology, humans find out that it can help them in life. Applying technology in education can assist students in developing their writing skills. According to (Pongpatchara, 2019), technology is a powerful tool in education and, in most cases, increases writing skills. Technology has benefits for the learning process; the use of technology by using software media in teaching and learning might be a good choice for the teacher. To achieve the desired learning process there some component that can be used in teaching and learning. One component that strongly influences the development of technology is the use of media in the learning process. So, learning by using the media can make the students interested and achieve an effective learning process

Instead, long with the times, the pattern of the 2013 curriculum in Indonesia has changed the media use and transformed into technology-based learning. The policy of this curriculum requires the teacher and students to use technology in learning. The use of media in teaching and learning can increase students' interest in the learning process. The use of media also helps the teacher convey messages and motivates the students in the learning process. So the teacher can use the media in the teaching and learning process, especially in teaching writing.

One of the media that can be used in the teaching and learning process is video. Video is classified as audiovisual media. One kind of video that can be used in teaching writing is a Powtoon animation video. As stated by (Anita and Kardena, 2021), powtoon in lessons can be used to teach writing skills to students because powtoon is made for various aspects, including media learning in the classroom. The founder of Powtoon stated that Powtoon was created as a tool that is affordable for anyone to create animated clips for their classroom, school, or business. Powtoon gives educators a unique instruction tool and ultimately improves students' achievement (Spitalnik, 2013). According to (Yuniari, 2018), powtoon is an audiovisual medium that can help the students increase their achievement in writing. Powtoon has various interesting features that can make video presentations more interesting for students.

The preliminary research conducted on July 2, 2023, in MAS Al Manaar Batuhampar found that there were some problems related to students' difficulties in writing English texts. Firstly, some students have difficulties in expressing their ideas. When the teacher asked the students to write a paragraph in English, the students did not know what to write. Then, the student have difficulties to develop the topic that

they want to write. Secondly, the students have low motivation to write English text. Motivation is one of the most important things that can help students achieve their goals. Based on my observation, the students have low motivation during the learning process. Instead, the students still talk with their friends, and they do not pay attention to the teacher's instructions and explanations; moreover, they do not do the tasks that are given by the teacher. Thirdly, the students have difficulties writing sentences grammatically. When the researcher interviewed the teacher, it was found that the students has difficulties in grammar. The student have a grammar mistake when the students writing a text in English. The students have a limited vocabulary and a poor understanding of grammar, so it makes it difficult for them to do their writing task. The students have difficulties using simple present tense; most of them still make errors in writing sentences. It makes the students afraid and lazy to learn the subject, and the teacher said most of the students get low scores; they get scores under the minimum completeness criteria, or KKM. The KKM for writing in Mas Al Manaar Batuhampar is 75.

The researcher also interviewed the students on the problems that some students faced while learning English. Firstly, the students have difficulties understanding the teacher's explanation in English because they have lack of vocabulary. When the teacher asked the students to write an assignment, they find it difficult to write because they do not know what to write. Secondly, some students also said that it is difficult to write because the students do not know the meaning of the text. For example, the teacher gave an English text to the students, and some students did not understand the meaning of the content of the text. In the third, some said that they could not understand grammar, and it made them unable to arrange the word into a good sentence based on grammar.

In order to help the students improve their writing achievement, there should be an appropriate solution to these problems. The teacher should provide interesting media for the students when teaching writing. There are many different techniques that can be used by the teacher to help the students organize their ideas and increase their writing achievement. The teaching and learning process can be facilitated by some media. One of the media that can be used in teaching writing is Powtoon animation videos. Based on the background above, it is a scientific reason to conduct the research on The Effect of Using Powtoon Animation Video toward Students' Writing Achievement on Descriptive Text in Mas Al Manaar Batuhampar.

RESEARCH METHOD

The researcher used a quantitative technique in this study. According to (Craswell, 2009) quantitative research is means to test theories objectively between several variables. So the numbered data can be analyzed using statistical procedure. To

ascertain the impact of the therapy that the patient would get, the researcher used an experimental design in the study. Sugiyono defines experimental research as studies conducted under controlled circumstances to determine the effects of certain therapies on other subjects. It means that the study was carried out for impact seekers from certain behaviors and that the researcher was employing the experimental research approach. The experimental class is one in which a task is undertaken in order to observe its outcome.

Because the population under study only consisted of one class, the pre-experimental design with a single group pretest-posttest was utilized in this study. The researcher compared the pretest and posttest results to determine the writing achievement of the students. This study was carried out at tenth grade Mas Al Manaar Batuhampar. There were 26 students in the research population. Total sampling was used to determine the sample. According to (Sugiyono, 2013), that total sampling is a sampling technique when all member of the population are used as a research sample and this is done when the population is small, less than 30 participants.

This researcher used a writing test as an instrument to collect the data. There are pre-test and post-test, a pre-test was given before the treatment by using a powtoon animation video to the students, and after that a post-test was given. The researcher was given the post-test to measure the improvement in student writing achievement on descriptive text.

RESULT AND DISCUSSION

Result

In this part, the data was collected by using SPSS formula. Quantitative data described students writing as explanation of the research result below:

Table 1.
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	29.174	8.830	1.841	25.356	32.992	15.845	22	.000

Based on the table of paired sample t-test above, it could be seen that t was 15.854 and df (degree of freedom) was 22 with sig (2-tailed) was 0,000. Based on the t-table, it

could be seen that t was higher than t_{table} 0,05 with the significant t -table ($15.845 > 1.718$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It could be concluded that there was a significant effect of using Powtoon animation video toward students writing achievement on narrative text in Mas Al Manaar Batuhampar.

In order to test the hypothesis, the researcher calculated the score of pre-test and post-test. The hypothesis tested in this investigation are as follow:

The first hypothesis

After finding the mean score, the standard deviation, and the value of the t -obtained by using t -test on SPSS, the hypothesis was tested. The hypothesis of this research was tested as follow:

H_a : There is significant effect of using powtoon animation video toward students writing achievement.

H_0 : There is no significant effect of using powtoon animation video toward students writing achievement.

The formula was used by the researcher to measure whether the hypothesis was accepted or rejected.

$t_{obtained} > t_{table}$, it means that H_a is accepted and H_0 is rejected.

$t_{obtained} < t_{table}$, it means that H_a is rejected and H_0 is accepted.

Based on the result of the first hypothesis, there was a significant effect of using powtoon animation video toward students writing achievement on descriptive text in Mas Al Manaar Batuhampar ($H_a: t_{obtained} > t_{table}$). The hypothesis was tested by the researcher using the t -test formula. Found that $T_{obtained}$ higher than t_{table} , ($15.845 > 1.718$). The alternative hypothesis (H_a) was accepted, which indicates that the null hypothesis (H_0) was rejected.

The second hypothesis

The second hypothesis, is there any significant difference of the students writing achievement before and after using powtoon animation video.

H_a : Difference of students writing achievement before and after using powtoon animation video.

H_0 : Students writing achievement is not any difference before and after using powtoon animation video.

To measure the hypothesis would be accepted or rejected, the researcher used t -test formula through comparing the pre-test and post-test through SPSS.

Based on formula above, to find whether H_a accepted or rejected, the value of $t_{obtained}$ (15.845) was compare with the value of the t_{table} (1.718), the descriptive hypothesis (H_a) is accepted. However, if the value of $t_{obtained}$ is same or less than the value of the t_{table} , the null hypothesis (H_0) is accepted.

The third hypothesis

The third hypothesis, do the students have better writing achievement after taught by using powtoon animation video.

Ha: The students have better writing achievement after taught by using powtoon animation video.

Ho: Students writing achievement is not better after taught by using powtoon animation video.

To measure whether the hypothesis would be accepted or rejected, the researcher used t-test formula through comparing pre-test and post-test through SPSS.

From the calculation of the score of both tests, the mean score of post-test was 78.65 was higher than pre-test was 49.48. After that, it was analyzed by using t-test with SPSS 26, and the result of the $t_{obtained}$ was 15.845 on 22 degree of freedom and t_{table} 0,05 level of significant. Through comparing the $t_{obtained}$ (15.845) with t_{table} (1.718) on the same degree of freedom and level of significant, it was found that the value of $t_{obtained}$ was higher than value of t_{table} .

From the data above, the hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because the value of $t_{obtained} > t_{table}$, it can be conclude that the students who were taught by using powtoon animation video give better effect on students writing achievement.

Discussion

The study's conclusions demonstrate that Powtoon animated videos were a useful tool for helping kids write better. The comparison showed that the mean score of the post-test, which was 78.65, was greater than the mean score of the pre-test, which was 49.48. Testing hypothesis led to the acceptance of Ha and the rejection of Ho. This indicates that the use of Powtoon animation video had impact on students' writing achievement on descriptive text.

Based on the result of the analysis on the suitability of powtoon animation video to teach writing. There were some points that could be further discussed.

1. Powtoon is one of interest media for students during learning process.
Powtoon is one application software that can be used as a medium in the teaching and learning process. Powtoon gives educators unique tools to engage students' attention. Powtoon can help the teacher design the learning process. Semaan stated that powtoon is a web-based tool that has various features such as cartoons, graphics, animation, and pictures. It can be used as an animated presentation in the learning process to make it more interesting for the students. By using Powtoon, the teacher can design attractive and enjoyable learning. Powtoon is mostly used in education. Powtoon, as a learning medium in schools, may provide unique experiences for both teachers and students.
2. Powtoon contains elements of technology.

Technology is growing fast, and the use of technology in the teaching and learning process can help teachers and students gain new knowledge through interesting media-based technology. Powtoon is one technology that can be used as a medium for teaching and learning. Villar in Andrianti argues that Powtoon is a web-based application that allows users to create animated videos by manipulating objects, importing images, providing music, and adding sound. With the use of interesting media, the learning process will be more engaging and capable of increasing students' motivation and desire to learn.

3. The use of powtoon animation videos can improve writing achievement.

Powtoon animation videos are an effective medium that can be used by the teacher in teaching writing. Powtoon is one of interesting medium. The powtoon is categorized as an audio-visual presentation that serves alternative animation, pictures, sounds, voices, and music. And also, Powtoon has various features that make students more interested in and focused on the material. According to Ilya Spitalnik, powtoon give educators a unique instruction tool and ultimately improve students' achievement. Yuniari also stated that powtoon is an audiovisual medium that can help the students increase their achievement in writing. In short, powtoon animation videos are one of the media used to improve students writing achievement.

CONCLUSION

The researcher concludes that this research focuses on the effect of using powtoon animation videos toward students writing achievement on descriptive text. There was a significant effect of using the powtoon animation video toward students writing achievement on descriptive text in Mas Al Manaar Batuhampar. It can be seen from the score improvement in score of students post-test after being taught by using powtoon animation video toward students writing achievement on narrative text at the second meeting.

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