

POWTOON FOR TEACHING ENGLISH IN THE SECOND GRADE

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Abstract

Nowadays elementary school students need learning media to help them learn more effectively. Therefore, this research aimed at implementing and evaluating PowToon as developed media for teaching English in the second grade. The present research employed descriptive qualitative method. There are 6 types of videos used during implementation, namely (1) Fruits, (2) School Uniform, (3) Birthday Party, (4) Parts of Face, (5) Pets, and (6) Parts of the Tree. The instruments were an interview guide and a questionnaire that were used to determine the teacher's and students' responses in the evaluation. It was found that PowToon could be used to teach the second graders English. The questionnaire showed that the animation video could attract the students' attention and motivate them. In addition, the results of teacher's interview showed that this media could assist the teachers in teaching. Therefore, it is recommended for teachers to use PowToon video animation when teaching.

Keywords: ICT, Powtoon, teaching media, young learners

INTRODUCTION

Media is a tool and channel that used to deliver information (Mahnun, 2012). In teaching, the media could be used to teach young learners. By combining learning material with an appropriate learning media, the teacher could create a new teaching tool that able to foster the students in learning, especially in learning English. According to Zaman & Eliyawati (2010), media in the learning process could enhance the learning process and learning outcomes. Moreover, various studies conducted on the use of media in learning come to the conclusion that the process and learning outcomes of students showed a significant difference between learning without media and learning using media. Thus, the use of instructional media is highly recommended to enhance the quality of learning.

Recently, technology has influence many aspects including the teaching and learning process in school. Now the teacher could combine their lesson with electronic media such as computer, laptop or gadget in the classroom. This technology media allows the teacher to give a new language and practicing the language to the students at the same time (Alsied & Pathan, 2013). It could be said that the use of technology made it easier for the teacher to teach. The teacher could achieve two objectives at one time, and made the teacher work effectively. Thus, the teacher could save a lot of energy. In addition, students could have authentic learning sources and a real example of the target language use.

Based on observation done in SDN 3 Banjar Jawa, teaching English was still teacher centered. All of the activity was come from the teacher only. The teacher explained and introduced some new vocabulary and asked the students to answer some tasks on the textbook or LKS. This activity was continuing in every meeting. In

accordance, the monotonous activity tended to make the students bored during the learning process. Thus, the researcher thought that the teacher needed innovative teaching media, especially electronic media. This was due to the result of the questionnaire which resulted that the students were interested to learn English by using media, and even preferred to learn through electronic media. This phenomenon related to the research result from Tör csik, Sz cs, & Kehl (2014) which stated that the technology used in students' environment would influence how they thought. Moreover, high intensity in using media such as laptop, computer, and smartphone made the students accustomed to use these electronic media. Therefore, they would be more comfortable to use technology as their daily activity as well as learning English (Lee, 2015). Thus, the researcher implemented PowToon animation-based video as learning media to give alternative media in learning English.

PowToon was founded in January 2012 by Ilya Spitalnik and Daniel Zaturansky. The beta version released in August 2012. In this case, PowToon animation based-video is defined as a web-based animation software that allows teachers to quickly and easily create animated presentations by manipulating pre-created objects, imported images or videos, provided music and user created voice-overs. This animated cartoon video can be filled with learning material that can be used to teach young learners because of its attractive and funny nature. According to Semaan & Ismail (2018), PowToon has a positive impact in foster young learners' learning. He also found the majority of the students argued they were better to recall main ideas and detail by the end of the session. This due to the visual aids that helped the students in the retention. Besides, colorful picture would easily attract the students' attention.

In relation to the advantages and the phenomenon found in SDN 3 Banjar Jawa, it was considered important to implement PowToon as teaching media. Several PowToon had been developed previously, namely (1) Fruits, (2) School Uniform, (3) Birthday Party, (4) Parts of Face, (5) Pets, and (6) Parts of the Tree. Through implementing the developed PowToon, a series of Research and Development had been continued to the stage of Implementation and Evaluation.

METHOD

The subject of this study was the second grade English teacher and students in SDN 3 Banjar Jawa. There was no reason specific reason to choose second grade students, because the researcher took the sample randomly.

This research was a part of Research and Development (R&D). In the implementation, the researcher implemented the video as additional learning media for the second-grade students in SDN 3 Banjar Jawa. Afterward, an evaluation was conducted by distributing questionnaire and interview the English teacher. The aim of this evaluation was to know the teacher's and students' responses toward the use of PowToon animation video as learning media in teaching or learning English.

FINDINGS AND DISCUSSION

The researcher implemented the media in SDN 3 Banjar Jawa. In this case, the researcher had had permission from the headmaster of SDN 3 Banjar Jawa and the English teacher of SDN 3 Banjar Jawa to implement PowToon animation based-video as learning media in teaching English. The class used by the researcher was the second-grade class that consist of 29 students, but at that time, only 21 students attended the class.

In the implementation, the researcher used a learning scenario that was underlying by the theories of Harmer (2001) and Harmer (2007). The learning method used by the researcher was presentation, practice, and production which used scientific approach. Furthermore, the implementation was divided into 3 sections. Because at that time, the researcher was doing the implementation as a team. In this case, the researcher had the chance to implement the media first. The topic used by the researcher was lesson five “Pets”. In the beginning, the researcher had a brainstorming to the students. It was aimed to attract the students’ attention, and connect them to the lesson that would be taught.



Figure 1. Brainstorming Process

After that, the researcher let the students watch the video. This process is known as observing. This aimed to foster students’ curiosity. By observing the video directly, the students were expected to discover the language in use by themselves (Harmer, 2001). As it can be seen, there was a student that started to curious about the lesson, and raised his hand. Then, questioning section was occurred. In this case, the video was able to make the student ask a question. From this point, the interactive learning environment could be created.



Figure 2. Questioning Section

Figure 2 showed how excited the students were. Almost all of the students raised their hands and tried to answer the question given. In this case, after numbers of answer given, then the researcher invited the students to conclude what animal that was. Then, exploring activity occurred. The students tried to collect all of the clues and turn it into an answer. Then, with the researcher's guidance, the students got the correct answer. It seemed that the students were happy for that, it was because they clapped their hand.



Figure 3. The Students Got the Correct Answer

Afterward, the researcher tried to connect the students' real life with the lesson given by asking "do you have any pets at home?" This question succeeded luring the students to communicate more. Then associating activity occurred. In this case, almost all of the students raised their hands and began to explain their pets. In other words, it could be said that communication activity also occurred.



Figure 4. Associating and Communicating Section

In those activity, the researcher gave the students a chance to tell their pets. It was aimed to appreciate their enthusiasm while studying. Besides, it also aimed to courage the students to communicate. After implementing the media, the researcher conducted evaluation. This evaluation aimed to figure out the teacher's and students' responses toward the use of PowToon animation-based video.

Interview guide was used when evaluating the media with the English teacher. The result in detail is explained as follows.

For the first question was about the utility of PowToon "Does PowToon help you in the teaching process?" The English teacher answered Yes, it helps me. This answer indicated that PowToon animation based-video helped the teacher in teaching English for second-grade students of elementary school.

The second question asked about "Do you feel comfortable when teaching using PowToon?" Then the teacher answered Yes, which indicated that the teacher felt comfortable when teaching English using this media.

The third question was asking about "Do you feel it is easy to operate PowToon as teaching media in the classroom?" The teacher's answer for this question was Yes; it is easy to use. This answer indicated that downloade PowToon animation based-video was easy to be used.

The next question. It was asking about "Does PowToon assist you in explaining the material?" The teacher answered Yes. In this case, it indicated that PowToon animation based-video could help the teacher in explaining the material. Moreover, the presentation of PowToon video gave a clue to make clear meaning.

The fifth question was asking about whether PowToon animation based-video increase the curiosity of the students or not. In this case, the teacher answered was Yes: it can increase the students' curiosity. It indicated that PowToon animation based-video could attract the students' attention, and even increase their curiosity.

The six question was "Does PowToon increase the students' willingness in learning English" The teacher's respond for this question was Yes. It indicated that PowToon animation based-video could increase the students' willingness in learning English.

The seventh question was about whether PowToon could maintain the student attention when learning English. The teacher's respond for this question was Yes. It indicated that PowToon animation based-video could help the teacher in maintaining the students' attention when learning English.

The following question was asking about "Does PowToon help you in designing the learning activity?" Then the teacher responded Yes. In this case, the answer indicated that PowToon would help the teacher in designing the teaching and learning activity (lesson plan).

The ninth question was asking whether the teacher felt more creative in designing the learning activity by using PowToon. The teacher's response was neutral. It indicated that the teacher was not really inspired by PowToon in designing the teaching and learning activity. It was due to the teacher's creativity level.

The last question was "Were PowToon able to stimulate the students to be more interactive?" Then, the teacher responded Yes; it stimulates the students. It was indicating that this media could stimulate the students to be more active and communicative in the teaching and learning process.

From those responses, it could be concluded that PowToon has a great effect in teaching and learning process, especially in English subject. Thus, PowToon can be used as learning media in teaching English for second-grade students of elementary school.

From the interview with the English teacher, it revealed that the teacher was supporting the use of PowToon as teaching media in the classroom. Moreover, the teacher felt that the media could help the teacher in the teaching and learning process. Thus, the teacher could teach more effective, efficient, and save a lot of energy. This finding was supported by the questionnaire that was distributed to the students. In the questionnaire the students stated that they loved to learn through PowToon animation based-video. It was because the students stated that the media was fun, interactive and has a lot of colorful pictures. Then the detail of the students' questionnaire would be described as follows.

The first question was asking about the students' willingness in learning English by using PowToon. As the result, 21 students in the second-grade level chose Yes, then the percentage became 100%.

The result of the second question was the same as the first question. It asked student's enthusiasm in learning English by using PowToon as the media. In this case, the option "Yes" was chosen 21 students, while no one who chose the option "No". Thus, the percentage of option "Yes" became 100%.

The third question was asking about their interest in learning English through PowToon. It was calculated that 20 students or 95% students in class 2A stated that learning using PowToon as the media was interesting. There was a student or 5% students stated learning through PowToon was felt normal.

In the fourth question, the students were asked whether PowToon could increase their passion for learning English or not. Then there were 21 students or 100% stated that their passion was increased after learning English through PowToon. There were no students who stated they felt normal.

The next question was about the students' interest to have a discussion after learning English through PowToon. It resulted that 19 students with percentage 90% stated that they were interested to have a discussion after learning English through PowToon. There were also 2 students with percentage of 10% who stated that they felt neutral. Meanwhile, there was no students stated that they were not interested to discuss after learning English through PowToon.

The sixth question was about the students' interest in using PowToon as their learning media. In this case, 21 students with percentage of 100% stated that they wanted to use PowToon again as their learning media. Besides, it also resulted that there were no students stated they felt normal or not want to use PowToon anymore.

The seventh item of the questionnaire was asking about whether PowToon helped them in learning English subjects. In this case, it resulted that 100% of choices which consisted of 21 students stated PowToon was helping them in learning English. It also resulted that there were no students who chose neutral. Meanwhile, there were also no students who stated that PowToon was not helping at all.

As the same as the seventh questionnaire, the eighth question also resulted the same. In this case, 100% of students stated that PowToon was increasing their retention and helping them in remembering vocabulary. It also revealed that 0% of the students chose neutral, and 0% of the students chose PowToon was not helping them in remembering vocabulary.

For the ninth item of the questionnaire, there were 86% of choices consisted of 18 students stated that they were gaining a new vocabulary after learning English through PowToon animation video. There were also 14% of choices consisted of 3 students stated that they felt normal after learning English through PowToon. Then, it also resulted that there were no students who stated that they were not gaining any vocabulary after learning through PowToon, thus the percentage became 0%.

The last question was asking about the students' concentration when learning English through PowToon. Then, it revealed that 19 students with percentage of 90% stated that PowToon could increase and maintain their concentration in learning English. It also revealed that 2 students with percentage of 10% stated that they felt normal. Meanwhile, there were no students who stated that PowToon gave nothing in increasing their concentration.

Considering those results, it could be concluded that PowToon animation based-video had positive responses from both teacher and students in learning activities. The answers revealed that the students were highly motivated when learning using PowToon. It helped the students in retention. In this case, PowToon animation based-video also gave a new way of learning which could erase the students' boredom. On the other hand, there were several challenges in the implementation of the media. The projector's availability was the major problem that difficult to overcome. Thus, the researcher should take turn to use the projector.

CONCLUSION AND SUGGESTION

This research was a part of development of PowToon animation based-video as media to teach English for second grade students of elementary school. ADDIE model from Romiszowski (1984) was employed. This article focused more in IE (Implementation and Evaluation) stages. Thus, this article only covers the implementation stage held in SDN 3 Banjar Jawa, and the evaluation which involved the English teacher and the students of SDN 3 Banjar Jawa. The implementation and the evaluation revealed that this media could be used as teaching media to teach English. This media could attract the students' attention easily and maintain their concentration during the teaching and learning process. This media were also able to motivate the student and create communicative situation in the classroom. Moreover, this media could assist the teacher in teaching English. Therefore, the researcher suggested that the teacher should use PowToon animation based-video as additional media in teaching.

PowToon animation based-video provide many ways to teach English. By combining the video with several strategies, the teacher could create innovative learning process. In the implementation stage, the researcher only used scientific approach. Thus, it is suggested to the other researcher to combine this learning media with another learning strategy that fit with the topics. By having a lot of variation in the teaching strategy, the teacher would have a lot of options in teaching. Accordingly, the teacher could avoid boredom in the teaching and learning process.

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