

POWTOON FOR THIRD GRADERS: AN IMPLEMENTATION

Anak Agung Gede Suarjaya Putra
English Language Education, Universitas Pendidikan Ganesha
e-mail: suarjayaputra@gmail.com

Abstract

In the past, using a conventional media was basic ways to transfer information from the teacher to students. In the era of technology, it is needed to teach using digital media. Therefore, PowToon was implemented as teaching media and it aimed to know the students' response as well. This research was focused on the implementation and evaluation of the developed PowToon. The data were collected through interview, observation and questionnaire. The result was, developed PowToon could be used to teach English for third-grade students. The media was categorized good based on the result of teacher interview. In relation with the rating of the media combined with the observation checklist, it was found that the implementation could help the teacher in teaching process. From the students' questionnaire, it was found that the animation video could attract the students' attention, and it also motivated the student during teaching and learning process.

Keywords: ICT, PowToon, teaching media, young learners

INTRODUCTION

There are lots of media and activities which can be implemented for teaching young learners. The basic thing which young learners need in learning English is how the interest in the learning process. Fun activity and media should be used to attract their comfort zone while learning English. Using conventional media can be an interesting way in teaching young learners, but in the era of technology, using some kinds of gadget such as a laptop, smartphone and computer are the most interesting activity doing by young learners which can meet the learners' need with the students' innate skills (Sarkar, Ford, & Manzo, 2017). Therefore, using media such as technology is the way which teacher should use to teach young learners in this era.

The animation programs used for this study was PowToon. It is a web-based animation software which allows teachers to quickly and easily create animated presentations by combining objects, imported images or videos, provided music and user created voice-overs making the teaching- learning process more engaging and enjoyable for young learners. Powtoon presentations can be exported to other programs such as Youtube and PowerPoint that give the flexibility to share the interesting media. Powtoon is also user-friendly which allow the teacher to create and design whatever the teacher wants when it is still appropriate with what the students' need in the learning process. PowToon can be used to teach all the subject (Semaan & Ismail, 2018); "it could be implemented in an English class to demonstrate knowledge of Romeo and Juliet from a student's perspective, and even in an industrial arts class by demonstrating welding techniques." PowToon paves the way to develop higher-order thinking skills like critical thinking, summarizing, and problem-solving, and those basic skills are the way to be a successful global citizen in the 21st century. Research about the effect of

Powtoon animation based-video for teaching English as foreign language conducted by Semaan & Ismail (2018) also shown that Powtoon has a positive effect on the learners' level of engagement, comprehension and developing reading strategies.

Based on the phenomenon happened in an elementary school in Singaraja, most school which has an English program from grade one did not use any ICT media for teaching students. From the preliminary observation at SDN 3 Banjar Jawa that was conducted on Wednesday 9th, January 2019 with the third-grade students and interviewed with the headmaster of the school, it was found that ICT-based media already exist in the school but the teacher was not really familiar to use it. Actually, students in the third grade were familiar with the digital media, they already had their smartphone or laptop at home. Because the teacher was not really familiar using media such as video-based or electronic book in the teaching process, most of the students feel that learning using ICT-based media was not needed. But in reality, most of the students of third grade were really interested in using digital media if there i\was an ICT based media for teaching them. If the teacher could go deeply to see a chance in developing students' ability, especially English, an animation-based video could be used as media to teach them. The headmaster also mentioned that if the researcher could develop and implement an ICT-based media for teaching English it would be more helpful for the teacher to teach students.

Therefore, by looking at the phenomenon happened in an elementary school in Singaraja, the researcher was interested in implementing animation based-video for teaching English of the third grade students. There were several PowToon had been developed and implemented in the present research. Those were

METHOD

The researcher conducted this research in order to implement a prototype product as supplementary media for third-grade students of an elementary school in Singaraja and collected students' response about the use of the media. The goal of this research is to support the students by existence educational video based-animation media in which they could increase their knowledge both in and outside the classroom of school hours. Therefore, the researcher proposed using Powtoon animation based-video as media to improve students' ability in learning English. The development model used in this research is the ADDIE Model (Romiszowski, 1984). This model was organized by steps of activity systematically and focus on solving the problems which occur in the learning process especially the learning source problems such kind of media.

This research was conducted at SD Negeri 3 Banjar Jawa Singaraja. For the participants of this research were 30 students of the third grade and the teachers who taught English. Moreover, the third grade students of SD Negeri 3 Banjar Jawa Singaraja were chosen as the participants because the students in the third grade are commonly have their own hand-phone.

There were three methods of data collection that used such as interview, observation, and questionnaire. The researcher used the unstructured interview. In this method of data collection, the researcher got an information about the situation of the class when learning English, how the learning process run and condition of students in the class by asking the informant such as the teacher and the headmaster of the school. In this research non-participant observation was done where the researcher paid attention and wanted to watch the entire event during the observation. In doing observation, the researcher exactly know how the learning process run in the class.

Besides, the researcher could observe the students' attention while following the activity of the learning process. From the observation, the students looked really enthusiasm. By giving the questionnaire, the researcher collected a specific data of the needs of the students, the problem of the students faced when following the learning process, and how they liked the activities happened in learning process. They chose some of options whether the students tried to use ICT-based media or not.

In this study the researcher implemented Powtoon animation based-video once in the classroom. The observation was done during the learning process by using the observation sheet. Meanwhile, in the evaluation, the questionnaire was spread out after the try-out session in order to know the responses of the students toward the media. Then, the teacher was interviewed to evaluate the media. The results of were used to improve the quality of the product.

FINDINGS AND DISCUSSION

In the implementation the researcher used a learning scenario from the theories by Harmer (2001) and Harmer (2007). Learning method of presentation, practice, and production which used scientific approach was employed by the researcher in order to make the learning process done systematically. In the implementation of the media, the researcher worked in group which in one period of class time, there were three media implemented which had different purpose of each section, and the researcher did the implementation in the first section that was opening, observing, questioning and associating.

In the opening of the class, the researcher tried to attract the students' attention by saying "good morning" to the students. Then, asked a question "how are you" to know their feeling, and the researcher got the atmosphere of the class and ready to start the implementation of the video. The topic of jobs was implemented at that time.



Figure 1. The Students Watched the Videos in Observing Section

In observing of the video, the students focused on watching the video and tried to analyze what the video was about. By watching the video, the students were expected to discover the language used by themselves Harmer (2001). It can be seen that all of the students were focus and curious about the video.



Figure 2. Questioning Section

From the figure 2, it can be seen that in the questioning section, the researcher gave a chance to students to answer the question one by one, and the students were enthusiastic in answering the question asked by the researcher.

In the next technique of scientific approach, that is exploring, the researcher tried to collect the data and connecting the material with the real-life such as asking about their parents' jobs and asked: "what are your parents' jobs?". There were a lot of responses from the students and tried to answer the question. They answered that their parents worked as a teacher, police, doctor and other jobs. It means that there was good interaction from the students after watching the Powtoon animation based-video.



Figure 3. Associating and Communicating

Based on figure 3, in the next technique, the researcher tried to give time for the students to discuss with the other students about the other jobs that they knew. After that, the students presented their answers by raising their hand and the researcher helped the students to confirm their answer whether it was correct or not.

The next is evaluating. In this step the researcher had done media evaluation using observation checklist, teacher's interview and students' questionnaire. There were ten statements listed to know the quality of the media. All of those statements categorized

the media as good media. In the teacher's interview, there were some questions asked in order to know the quality of the media. According to the result of teacher's interview, the media was categorized as a good media.

In the implementation of the prototype media in the field, the media had a good evaluation from the teacher and also the students' response. It showed the positive atmosphere in the class and made the students motivated to learn English. This is in line with a study conducted by Puspitarini, Akhyar, & Djono (2016). It argues that using Powtoon showed positive improvement and feasible as it use for media to teach students for grade five of elementary school.

In relation with the teacher evaluation which was done by administering the observation check list, there were fifteen points about the implementation of the media such as, Powtoon animation based-video can facilitate learning, it is easy to be used by the teacher, the Powtoon simplifies the teacher's work, it is efficient to help teacher's work, Powtoon gives enough information regarding to English vocabulary, it gives an interesting learning experience, the Powtoon provides a clear pictures and texts. The other points were Powtoon' pictures represent appropriate vocabulary, it provides examples of pronunciation, the sound is easy to listen, the examples of pronunciation provided are relevant to the inserted vocabulary, the presentation of the materials in Powtoon is organized systematically, Powtoon has a fascinating display which can attract students' attention, it gives students chances to practice provided vocabulary, and the last Powtoon gives students chances to practice pronouncing each of the provided vocabulary. All those points were mentioned on observation check list designed based on theory by Harmer (2007) and theory of a good media by Munkiman in Nurseto (2012). All the visual principles such as easy to be seen, the media is interesting for students, the media is simple and easy to used, the media is reliable or can be accounted, the media is valid or make sense, and the media is designed systematically were showed in the implementation. From the implementation of this media and the related review, it could be concluded that the use of Powtoon animation based-video could improve the students' motivation in learning English.

CONCLUSION AND SUGGESTION

In implementation of the media in the field, it showed that the media was categorized as a good media which could motivate the students to learn English. The teacher also felt that the media was really helpful and easy-to-use to teach students of grade three in elementary school.

It is suggested that other researchers could implement this media to know deeper the effect of using Powtoon animation based-video to teach English for students in elementary schools.

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