

**Teachers Perception  
Toward the Use of Powtoon  
Video Animation Media to  
Increase Students'  
Vocabulary Learning  
Abilities**

**Trisantiana Nababan**  
[ttrisantiana@gmail.com](mailto:ttrisantiana@gmail.com)  
Ganesha University of Education

**Abstract**

This study investigated PowToon as a technology-based learning media that can utilize the teachers to improve the student's ability in vocabulary learning. The research method used was the descriptive qualitative method. The observation method was used to observe the teachers' actions when teaching vocabulary using PowToon learning media. Furthermore, the interview method was used to collect data about the challenges teachers found when implementing the PowToon video in class. The findings showed that teachers strongly agree that PowToon had a positive perception to implement for students in English class. Through this research, teachers will gain information on technology-based learning media that can be implemented effectively to improve students' vocabulary learning abilities.

**Keywords:** *PowToon Video, Learning Media, Teachers' Perception, English Language Learning*

**Abstrak**

Penelitian ini menyelidiki PowToon sebagai media pembelajaran berbasis teknologi yang dapat digunakan oleh guru untuk meningkatkan kemampuan siswa dalam pembelajaran kosakata. Metode penelitian yang digunakan adalah metode kualitatif deskriptif. Metode observasi digunakan untuk mengamati tindakan guru saat mengajar kosakata menggunakan media pembelajaran untuk meningkatkan kemampuan siswa dalam pembelajaran kosakata bahasa Inggris. Selanjutnya, metode wawancara digunakan untuk mengumpulkan data tentang tantangan yang ditemukan guru ketika menerapkan video PowToon di kelas. Hasil penelitian menunjukkan bahwa para guru sangat setuju bahwa PowToon memiliki persepsi yang positif untuk diterapkan kepada siswa di kelas bahasa Inggris. Melalui penelitian ini, para guru akan mendapatkan informasi mengenai media pembelajaran berbasis teknologi yang dapat diimplementasikan secara efektif untuk meningkatkan kemampuan belajar kosakata siswa.

**Kata Kunci:** *Video PowToon, Media Pembelajaran, Persepsi Guru, Pembelajaran Bahasa Inggris*

## **1. Introduction**

*English* is an international language that everyone can understand anywhere and anytime. *English* is the primary communication language that can use in various countries around the world. That is why it is essential to learn and understand the concepts of the English language. English is used in various spheres of life, especially in education (Yuniari, 2018). In some countries, English is an important subject to be taught to students. Students expect to understand and speak basic English from an early age. Dzanic (2016) stated that vocabulary is essential in learning a language that learners want to master. Therefore, teachers must be able to emphasize the relevance of using vocabulary in learning a language, especially English. This vocabulary is an essential aspect of English, especially in the fluency of the four English skills: speaking, writing, reading, and listening.

In this current era, using English is very important because it helps students communicate in various ways and explore various sources of world information and knowledge, mainly in English. The most important thing when teaching students to use English is that the teacher must know the methods and learning media used. These two things are fundamental and interrelated because choosing a learning method will also affect the type of learning media. This learning media is a tool that teachers and students can use to facilitate the teaching and learning process (Jatiningtias, 2017). Using learning media to teach English to students will make it easier for them to understand learning and the meaning of the English vocabulary that teaches. However, in this case, the teacher must also be able to choose and consider the learning media used to teach students English. Teachers must adjust environmental conditions and student circumstances so that the learning media and learning methods they want to use can run effectively. Using appropriate learning media can generate interest and motivation in students in the learning process. In addition, another benefit that can be obtained from this learning media is that students can easily understand the teaching material being taught and can present data interestingly and creatively.

In this millennial era, using technology-based learning media can help students see examples of contextual learning that directly involve students, teachers, and learning objectives. One of the information technology media used by teachers to improve students' English skills is PowToon media. Powtoon is an IT-based web application that can be used as a learning medium with exciting features such as making presentations or animated videos that can be used easily and attractively (Ernalida, 2018). In this case, as a facilitator, the teacher is challenged to be able to present material that will invite students to learn independently and have a high curiosity regarding the material being taught (Crome et al., 2009, as quoted in Rokhani, 2012). Powtoon media is expected to make it easier for educators to make subject matter attractive and creative and increase students' enthusiasm to continue learning. In addition, teachers need to know how their students can understand appropriate instruction and handle it according to their needs (Dzanic, 2016). Teachers must recognize the characteristics of students to improve learning through the teaching media they use. Teaching media using Powtoon can manage resources, motivate students through various practices, and increase learning motivation, especially in learning English (Finocchiaro, 2003, as quoted in Dharmawan, 2018).

Recognizing the importance of using learning media to help students in the English learning process and improve their vocabulary understanding, it is highly recommended that teachers take advantage of digital technology such as PowToon. It is because using digital technology in learning media can encourage students' enthusiasm in the English learning process, provide exciting and creative English learning opportunities, and allow teachers to see the progress and development of students at the language learning level (Fatimah & Santiana, 2017). Applying ICT in English classrooms can help students learn English in a relevant and not dull manner while encouraging teachers to be more creative in creating and developing effective English learning materials according to the student's ability level. Furthermore, using ICT-based learning media will make it easier for

students to improve their English skills, especially in mastering their vocabulary (Kabilan & Zahar, 2016). PowToon is a learning media that teachers can use to increase student enthusiasm for learning English because PowToon is a web-based media that allows users to create interactive presentations with various materials, including visual videos and animated images (Semaan, 2018). PowToon animation video is one type of digital media that can be used to teach students anytime and anywhere because it can be accessed directly using the internet. PowToon makes it easy for teachers to become facilitators for students in meeting the needs of students regarding their learning. Many experts have studied PowToon to see its effectiveness in improving student's learning abilities, especially in learning a new language such as English.

PowToon is an excellent potential technology for language teaching because it is eye-catching, especially in learning English. Using PowToon, teachers can create learning materials by combining text, images, videos, and animations on one slide. The presentation and learning process will be more interesting if we use PowToon. Bahtra.edu (2015) states that PowToon has many advantages; (1) PowToon has interesting features; (2) practical, (3) it includes all elements of skills; (4) it can be used in large groups of students during the implementation of learning; (5) is collaborative; (6) more diverse; (7) can motivate students to learn more. PowToon is a good software for creating cartoon videos for teaching various subjects, especially English. According to several studies, using PowToon media, students can learn in a fun way by watching PowToon animated videos. Furthermore, Tracy Weber states PowToon can be used to teach any subject; *"Perhaps used in English class to demonstrate understanding of students' perspectives, and even in industrial arts class by displaying the welding process."* PowToon provides an avenue for teaching higher-order thinking skills, such as critical thinking, summarizing, and problem-solving, that are essential for skills in 21st-century global citizenship.

## **2. Research Questions**

The research questions used in compiling this research:

1. How do the English teachers perceive that the PowToon learning video animation can increase the effectiveness of students' abilities in vocabulary learning?
2. What do the English teachers encounter the problems during the implementation of the PowToon video in English class?

## **3. Research Methods**

This study adopts a qualitative descriptive approach to explore the findings derived from the researchers' analysis through the teachers' perception of using PowToon video animation media to increase student's English vocabulary. The qualitative nature of the study allows for the interpretation and detailed understanding of the PowToon video that can increase students' abilities in English vocabulary learning. The method employed consists of the following techniques:

### **1) Observation:**

The first technique used in this study is observation. By observing the teachers' actions when teaching English vocabulary using PowToon learning media, researchers systematically record and analyze teachers' various acts when teaching their students in the class by implementing a PowToon video. The observations are made to observe the details of the actions taken by teachers when implementing PowToon learning media, difficulties in implementing PowToon media, solutions made by teachers when they face challenges using PowToon media, and student responses when PowToon media is applied in class.

### **2) Data Source:**

The primary data source for this research is three English teachers and an English class grade X of 30 people. Class selection in this study uses a random sampling technique (random sampling). In choosing the research subject to be studied, the researcher used a lottery system so that class X was the subject, and three teachers taught English subjects at school. The object of

this research is teachers' perception of using Powtoon animation videos to increase students' abilities in English vocabulary learning.

3) Data Analysis:

The qualitative data analysis uses four steps of systematic activities suggested by Miles & Huberman (1994). It consists of data collection, reduction, display, and conclusion drawing and verification.

1) Data Collection

In this stage, the researcher observed and interviewed the subjects of this study and collected data that the researcher needed. The observation was used to gain data about the actions taken by teachers when implementing PowToon learning media and student responses when PowToon media is applied in class. Then, the interview guide was used to identify the teachers' challenges in implementing the PowToon video in the class. In the interview process, the researcher recorded using the phone recorded. After all interviews, the researcher transcribed the interviews' results into the transcription. The collected data was selected into some points based on the answer of the interviewers. Then it was filtered to select the needed result and simplified to meet the need of this study.

2) Data Reduction

In data reduction, the collected data was selected into some points based on the answer of the interviewers. Then it was filtered to select the needed result and simplified to meet the need of this study.

3) Data display

After the data reduction, the data will display. By displaying the data, the researcher quickly concluded the benefit of PowToon video both for teachers and students and the challenges faced by the teachers when they implemented PowToon video learning in students' English vocabulary learning.

4) Conclusion

The result of the qualitative data was described to answer the research problems in this study. The verification was done by relating the finding with the literature review.

## **4. Finding and Discussion**

The findings consist of the result of the primary and secondary data. The primary data were obtained through observation about teachers' perceptions of using PowToon learning videos in students' English vocabulary learning with the following considerations, such as an English teacher who actively teaches at school, the teacher had used PowToon videos before, and the teacher is willing to be a respondent in this study.

Meanwhile, the secondary data were obtained through the interview guideline. The interview guide was conducted to investigate English teachers' challenges in implementing PowToon learning video animation in students' English learning. This interview was conducted with three English teachers. This interview was conducted offline by interviewing English teachers directly using the unstructured interview method.

### **1. Teachers' Perception of the Use PowToon Learning Video to Increase the Effectiveness of Students' Abilities in Vocabulary Learning**

The observation was done on three teachers to gain the data. By observing the teachers' actions when teaching English vocabulary using PowToon learning media, the researchers found that teachers' perception generally strongly agreed that PowToon is positively perceived as a learning media to increase students' abilities in English vocabulary learning.

Besides that, the result of the findings, the teachers perceived that the PowToon video is helpful for the English learning process, especially in vocabulary learning. It helped the students understand the learning material. It is in line with other studies that found PowToon animated video very helpful in making the

learning and teaching process more effective, and students were happy in attending the class and enjoyed their learning. Also, students can get good grades for formal assessments at the end of the session, depicting better overall performance (Seeman, 2018).

Moreover, teachers also perceive that PowToon was very helpful for teachers to teach their students in English class. PowToon video delivers learning materials in easy-to-understand language. It makes the student's learning process more enjoyable so students do not get bored quickly and easily understand the learning material. It aligns with the study of Rahmawati et al. (2021) found that students were so fascinated to learn when the teaching-learning process integrated with the PowToon application. With the combination of the PowToon media, students can enjoy their learning and encourage their motivation to achieve excellent results in English language learning effort, for instance, reading, vocabulary, writing, and listening maximally in English.

Furthermore, teachers perceived that the PowToon learning video can be used as an interactive learning media and makes learning more effective in teaching English vocabulary learning. Another benefit was that it could help visualize concepts that are still abstract lessons. The teachers also believed that the PowToon videos could improve students' learning motivation and make students can be independent learners. It is in line with other studies that found students more receptive to the English material because the material looks attractive by using PowToon and can improve students' ability in English learning (Ernalida et al., 2018)

## **2. Teachers' Problems and Solutions of the Use PowToon Learning Video in Class**

This section aims to investigate the problems and solutions; English teachers face in implementing PowToon learning video animation in students' English learning. In this case, the success of the learning process can be seen from the teacher's actions to use PowToon learning media when teaching their students in class and the learning outcomes of the students (Puspitarini et al., 2018). The researcher interviewed three English teachers who had used

PowToon media when teaching English lessons to their students in class. In general, teachers think that learning using PowToon media will help teachers provide and convey exciting learning materials and increase student learning motivation. This result is in line with previous research, which found that PowToon media is a tool for language that teachers can use for teaching and learning processes. Besides that, teachers can use PowToon to increase and improve students' ability to learn English vocabulary and deliver the lesson material so students more easily catch the lesson and be more active in joining the class. It can also motivate and increase the student's interest in learning English (Syafitri et al., 2018).

This interview provides a detailed explanation of teacher perceptions about the challenges and solutions teachers face using PowToon media to teach their students in class. Teachers think the challenges they face when using PowToon media are that PowToon learning videos have a limited duration, are short, only about five to seven minutes, and do not explain learning material in detail. The solution made by the teacher to deal with this emerging challenge is re-explaining the learning material to students in detail so that students better understand the whole of the material referred to in the PowToon video. This result is in line with the research of Sutisna et al. (2019) found that the duration of the video explanation from the PowToon video is too fast, so students need to concentrate extra on the material. It suggested that teachers should teach students in detailed ways using teaching methods that are easy to understand and create fun learning (Fuad et al., 2020: Yapici & Akbayin, 2012).

Besides that, other problems teachers face, namely the ability and skills of teachers in using PowToon learning media, need to be improved. The solutions made by teachers to deal with this challenge are teachers consistently practicing, learning, and getting used to using this PowToon learning video and supporting facilities when teaching students in class so that it is more familiar and more accessible for teachers to implement when teaching students in class. It is in line with the study of Maulidya (2016), which found that teachers find it very difficult to use

learning media due to a lack of knowledge about using IT, so teachers were suggested to improve their self-quality and ability to use learning media to teach their students in class so that the management class when learning becomes more exciting and supports the quality of student learning in class.

## 5. Conclusion

The teacher's perception of implementing PowToon learning video animation is good to increase the effectiveness of students' abilities in vocabulary learning. PowToon media is beneficial for teachers in providing quality material and can increase student learning motivation to learn English vocabulary learning. Based on the data from interviews, several teachers perceived that learning using PowToon media could help the students improve their ability in English vocabulary learning. The PowToon learning video is fit to improve the system of students' study performance, and it can be a relative advantage for teaching students because it uses technology-based learning media for students' English language learning. However, some teachers stated that they encountered challenges when implementing this PowToon media because the PowToon video had a short duration of only five to seven minutes, so it could not explain the learning material in detail. The solution teachers did was to provide additional explanations to students in detail so that students better understand the material points in the PowToon video.

## References

- Crome, K., Farrar, R., & O'Connor, P. (2009). What is autonomous learning?. *Discourse: learning and teaching in philosophical and religious studies*, 9(1), 111-125.
- Džanić, N. D., & Pejić, A. (2016). An Interdisciplinary Journal Volume 1, Issue 2, pp. 40-54 October 2016.
- Fatimah, A. S., & Santiana, S. (2017). Teaching in 21st century: Students-teachers' perceptions of technology use in the classroom. *Script Journal: Journal of Linguistic and English Teaching*, 2(2), 125.
- Kabilan, M. K., & Zahar, T. Z. M. E. (2016). Enhancing students' vocabulary knowledge using the Facebook environment. *Indonesian Journal of Applied Linguistics*, 5(2), 217-230.
- Megawati, N. M. S., & IGALP, U. (2020). English learning with Powtoon animation video. *Journal of Education Technology*, 4(2), 110-119.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Nurhabibi, R. (2020, November). Media Pembelajaran Powtoon Berbasis Teknologi Informasi Sebagai Upaya Dalam Menciptakan Pembelajaran Yang Menarik dan Kreatif. In *Prosiding Didaktis: Seminar Nasional Pendidikan Dasar* (Vol. 5, No. 1, pp. 262-266).
- PUSPITARINI, Y. D., & Akhyar, M. (2019). Development of video media based on PowToon in social sciences. *International Journal of Educational Research Review*, 4(2), 198-205.
- Semaan, C., & Ismail, N. (2018). The effect of using PowToon on learning English as a foreign language. *International Journal of Current Research*, 10(5), 69262-69265.
- Sutisna, E., Vonti, L. H., & Tresnady, S. A. (2019). THE USE OF POWTOON SOFTWARE PROGRAM IN TEACHING AND LEARNING PROCESS: THE STUDENTS'PERCEPTION AND CHALLENGES. *Jhss (Journal of Humanities and Social Studies)*, 3(2), 81-85.
- Syafitri, A., Asib, A., & Sumardi, S. (2018). An application of Powtoon as a digital medium: Enhancing students' pronunciation in speaking. *International Journal of Multicultural and Multireligious Understanding*, 5(2), 295-317.

Yuniari, N. M. (2018). The Effect of Using Powtoon Audiovisual Media Upon the Students' Writing Achievement of the Third Semester Students of English Education Departement Faculty of Teacher Training and Pedagogy Dwijendra University. *Widya Accarya*, Vol. 9 No. Antika, R. (2016). Poetry in EFL Classroom.