

Developing ICT-Based Learning Media Using Powtoon for Teaching Descriptive Text

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ABSTRACT

The purpose of this study was to construct a Powtoon animation video as an English teacher and learning medium for seventh-grade students in junior high school, specifically to teach writing descriptive text that is more engaging. The researcher used Design and Development method to develop the product. ADDIE (Analysis, Design, Development, Implementation, and Evaluation) method was selected as the design and development paradigm. The teacher and seventh-grade students of SMP Negeri 2 Sawan were the focus of this study. For data collection, the researcher conducted interviews, syllabus analysis, questionnaire distribution, and expert judgment rubric. Regarding descriptive text material, the Powtoon animation video had an animal, a person, and a thing. The video was classified as good media based on the expert judgments rubric for material and media components. In addition, it increased students' enthusiasm and interest in learning English, particularly in improving their writing skills.

Keywords: *Descriptive Text, PowToon, Teaching and Learning Media.*

INTRODUCTION

Indonesia has confirmed that a case of COVID-19 has reached Indonesia in 2020; more specifically, in March of that year. The global spread of the virus has affected every facet of society. One of the areas this epidemic has impacted is education. As a result of these profound shifts, Simamora (2020) argues that traditional ways of teaching and assessment must also evolve. Teachers face several obstacles in the classroom, not the least of which is ensuring that their students comprehend the topic through the use of various teaching media. Moreover, students' material constraints, such as smartphones and data packages, can interfere with their ability to learn. In addition, some course materials can be tough to put into practice when studying online. In any case,

educators must come up with a plan to steer the classroom and classroom-based learning.

In the 21st century, information and communication technology (ICT) may be found in every field of society, including the classroom. Most nations' educational systems have been modeled after ICT (Khanom, 2018). One of the effects of ICT on 21st-century learning is the ease of accessing digital learning resources to meet the needs of students and also students had been familiar with ICT since they used them at home as well. In this century, students tend to be very skilled in using technological devices such as smartphones. In this century, students tend to be quite competent in using technology devices such as cellphones. Because technology has such a profound impact on education, it is imperative that current and future educators be well-versed in its use. The development of information and communication technologies is so rapid that teachers must increase learning integrity. Students require the skills of creativity, critical thinking, collaboration, communication, and innovation to get the most out of a high-quality educational experience.

From kindergarten through college, English is frequently utilized as a foreign language of instruction for required topics in Indonesia (Putra, 2019). In spite of the fact that some children have been exposed to English since they were in kindergarten, Oktaviani and Mandasari (2020) claim that English is a language skill 3 that is difficult to learn. Teachers in the age of the 4.0 revolution need to use interactive learning material to create an engaging classroom environment, facilitate an interesting learning process, and inspire their pupils. Speaking, listening, reading, and writing are the "big four" that students should be proficient in. Because it involves so many stages—from brainstorming to drafting to editing—writing is the most difficult talent to master (Rao, 2017).

Learning media play a crucial role in preventing student boredom. Understanding English will be simple if the instructor employs engaging learning media. Furthermore, learning media will be important in junior high school, where the teacher must also explain engaging learning resources, particularly English, so that students can readily comprehend the topic. In communication studies, the media are a tool or method for transferring a message from one person to another (Lisa, 2019). This is an effective instructor who can pique the interest of class members (Rao, 2017). In addition, media may enhance students' comprehension and mastery of the material by presenting it in an effective manner. Thus, with the help of technology and also type of media that is loved by the students it can enhance their motivation to start writing.

The benefits of learning media in the student learning process are as follows, according to Sudjana and Rivai (2011) the learning will attract more students' attention so that it can foster student learning motivation; 2) learning materials are clearer in meaning so that they can be better understood by students and enable it to master and achieve learning objectives well; and 3) teaching methods will be more diverse, not just verbal communication through the utterance of words by the instructor. Thus, in this study the researcher conducted a learning media using an application called Powtoon.

Powtoon, an animation-video audio-visual media that may be utilized in teaching and learning processes and whose operation is similar to that of PowerPoint, as described by Diah et al (2021). To keep their attention, students can use Powtoon, a free online service with more complete and easier-to-create presentation capabilities, such as handwriting animation, animated cartoons, and brighter transition effects, and timeline settings that are very easy and entertaining (Ariyanto et al., 2018). The researcher would like to create an animation video as a learning media to teach writing descriptive text for eight grade students' at SMP Negeri 2 Sawan. Whether, descriptive text hear means about as Kane (2000) points out, a reader's own perceptions shape their understanding of a description or a piece of descriptive writing. Authorial personification in descriptive writing. The author uses their own visual perception to translate an object into text.

Several similar studies already conducted, for instance a study from Yuliantini (2021), the newest, that conduct about the effect of Powtoon media for students' skill and showed an important fact about teacher that could not implemented ICT in the classroom that direct the students to feel hard to understand the material. Therefore, by the implementation of Powtoon there, it can give a significance effect through the students' skill in English. But, none of the prior study talking about specific function of Powtoon application to use in making learning media for teaching writing about descriptive text at SMP Negeri 2 Sawan, so this study was really important to be held. The purpose of this study was to develop Powtoon animation video as the learning media to learn English especially in writing for seventh-grade students of junior high school at SMP Negeri 2 Sawan and also to investigate the students' response about the learning media being developed. Therefore, the learning media will be good to be implemented for a further purpose.

METHOD

Research Design

In this investigation, the researcher employed a model of design and development. The study relies on the Design and Development (D&D) work of Richey and Klein (2007), who created Powtoon for students in grades seven through nine. The investigation was carried out according to the ADDIE protocol for product development. Richey & Klein's ADDIE acronym stands for Analyze, Design, Development, Implementation, and Evaluation (2007).

Subject and Object of the Study

Ten students from the 7F class at SMP Negeri 2 Sawan participated in this study during the academic year 2021/2022. The subject for this study was chosen using a purposive sampling strategy. Purposive sampling, according to Creswell and Clark (2018), is the selection of participants who have encountered a specific phenomenon connected to the study issue. The subject of this research was chosen after a brief chat with an English instructor at SMP Negeri 2 Sawan. Writing was challenging for the kids, particularly those in the 7F class.

Research Setting

This research was conducted in SMP Negeri 2 Sawan in the Sawan area. The researcher performed research at SMP Negeri 2 Sawan because this school lacked a research study that examined learning media, particularly for teaching writing. Furthermore, the instructor at this school largely employed textbooks as learning medium to provide pupils with content and tasks that were often difficult for students to grasp. As a result of a lack of compelling learning material, the students may become bored while participating in learning.

FINDINGS & DISCUSSIONS

Findings

This research developed a Powtoon learning media for seventh-grade students in their first semester of junior high school. This study employed Richey and Klein's (2007) ADDIE (Analysis, Design, Development, Implementation, and Evaluation) technique as guidance to design and build a product in the form of a Powtoon learning media. The ADDIE research methodology is created in this study with a systematic sequence of stages to develop and generate a high-quality product that may assist instructors and students in utilizing Powtoon learning media during the learning process.

Powtoon Animation Video Development

a. Analysis

The researcher did an analytical method in the initial stage of product creation to identify the learning media utilized for teaching, specifically for teaching writing descriptive texts at the junior high school level. During the early phases of the analysis, the researcher interviewed a seventh-grade English teacher from a junior high school in Sawan district to learn more about the learning process and the use of learning media, particularly for teaching writing descriptive text.

The researcher conducted an interview with an English teacher at SMP Negeri 2 Sawan. The teacher used the 2013 curriculum-based syllabus as a learning guide in the learning process. The teacher said the teacher uses learning media such as handbooks during offline learning. However, the teacher uses Zoom meetings, Google Forms, and WhatsApp Groups during online learning. In the classroom, teachers often use handbook as media in delivering material or designing learning activities for the students.

The researcher created an interview guide to get the data and information stated above. An interview guide was created to get information and data from seventh-grade junior high school teachers in Sawan district. The interview guide presents several questions about how teachers teach writing English, especially in descriptive text material and to find out what media are used in the teaching and learning process. Additionally, the interview guide helped the researcher find out the learning media used by the researcher and students' needs. From the data that has been collected, the researcher gathered important information from the teacher and used it as guidance in developing a product in the form of a Powtoon animation video on descriptive text.

Table 1 Syllabus of Seventh-Grade Students

Class	Basic Competencies	Topic	Focus
7F	3.10 Understanding social functions, text structures, and language used in descriptive texts by stating and asking about descriptions of people, animals, and things, very short and simple, according to the context used. 4.12 Capturing meaning in spoken and written descriptive texts, short and simple text. 4.13 Compose very short and simple descriptive texts, about people, animals, and things according to the context used.	1. Animal 2. Person 3. Thing	Writing Skill

b. Design

The next procedure of this research was drafting media and supporting materials in response to the syllabus analysis, designing media in response to the draft, consulting with supervisors, and revising. The procedure was done to design a prototype media of Powtoon animation video to help seventh-grade students at SMP Negeri 2 Sawan.

In the drafting procedure, the media would be developed based on the interview result, the syllabus analysis result, and the theory of good media. Prior to developing the media draft, the researcher designed a blueprint that reflects the issues faced during the need analysis, the result of the syllabus analysis, the theory of effective media, the methods of educating young learners, and also empirical studies. The media was developed using laptop. In this case, the media has been designed in such as way according to the topic consisted inside seventh-grade students' syllabus. The researcher designed the complete blueprint for the media. The complete blueprint consisted of a detailed description of the material that should be inserted in every slide of the video.

c. Development

After the designing procedures, the researcher conducted the step of developing the Powtoon video prototype. The developing procedures were meant to develop a proper Powtoon video prototype for the purpose of seventh-grade students' learning media at SMP Negeri 2 Sawan.





The researcher has distributed an expert judgment rubric to assess the quality of Powtoon animation video. Powtoon animation video on descriptive text in the seventh-grade student material that has been developed and then assessed to determine the level of validity. The expert judgment rubric was divided into two experts, there were material and media experts.

Based on the result of expert judgement of material, it was found that total score of the first material expert was 74. Therefore, the assessment result from the first material expert was classified into Excellent media. Meanwhile, the second material expert gave 72 score for the media's material was classified in

Excellent media. Finally, it can be concluded that the Powtoon design was classified as “**Excellent Media**”.

Based on the media expert judgment evaluation, the researcher found the total score given by each expert. Expert 1 gave 96 scores, and expert 2 gave 92 scores for the media. From the calculation result, a Powtoon animation video created by the researcher could be categorized as an “**Excellent Media**”.

Table 2 The Final Prototype of the Media

Items	Product
The opening scene of Powtoon animation-video.	
The introduction of the video that bridging the students with the lesson.	
The scene that focus on the writing skill.	
The scene that focusses interacting with students by guessing a picture.	

Closing scene that focus on concluding the lesson.



Outro scene.



This is the link for final prototype of the three product https://drive.google.com/drive/folders/1hbcwAz9qpCoMI0IGeiU16_weioNFJQ. In each media, examples of descriptive texts are presented with interesting conversations. After an expert has assessed the product, the next step is the implementation stage by showing an animated Powtoon video carried out in a class with ten students.

d. Implementation

Following the creation of learning media, the next stage was to provide the findings of the learning media to students. The implementation took place in SMP Negeri 2 Sawan, which is located in the Sawan district. The researcher has been granted permission by the headmaster and the English teacher of seventh-grade pupils to test the final Powtoon animation video prototype in 7F class. The researcher created three three-minute learning movies on descriptive text: animal, human, and stuff. When applying Powtoon animation film, the researcher divided the students into two groups and displayed the material on two groups.

The second step was presenting video session. The researcher dividing the students into two groups by using two laptops to display the media. The researcher displayed the Powtoon animation video final prototype to the students in class. Every student was instructed to watch the video. Then, the researcher conducted the practicing step. The practicing step was done by the task from video. The task is at the end of the video. This task aimed to determine whether students understood or could make examples of descriptive text.

Table 3 The Steps of Implementation

Procedures	Steps
Pre-activity	Greeting students. Introducing researcher herself.

	Explaining the purpose of research generally and briefly.
Whilst-activity	<p>The researcher divides the students into two groups by using 2 laptops.</p> <p>The researcher displayed the Powtoon animation video final prototype to the students.</p> <p>Then, students pay attention to the video</p> <p>Students create assignments based on the videos shown.</p> <p>After students collect assignments, then the researcher provides feedback related to the assignments that they have made.</p>
Post-activity	<p>The researcher asks the students what they have learned.</p> <p>The researcher closed the lesson.</p> <p>After that, the researcher gives questionnaires to teachers and students.</p> <p>At the last, the researcher say thank you and good bye to the students.</p>

e. Evaluation

Following deployment, the researcher gave a questionnaire to the instructor in order to assess the quality of the Powtoon cartoon movie. The questionnaire rubric had ten assertions about the product's quality. Because each item had a scoring range of 1 to 5, the questionnaire's total maximum score was 50, and the minimum score was 10. The teacher made various remarks on the Powtoon animation film. According to the teacher, examples of descriptive language in the media might inspire students to produce descriptive text since they are provided interactively and the illustration is relevant to the topic.

Discussion

The Learning video media is one type of learning media that aids students in their learning process. According to Riyanto and Yunani (2020), one of the technologies that may be employed as learning medium is video media. Video media is a collection of components or media that can show both pictures and sound simultaneously. Video is the capturing, storing, and manipulation of still pictures to make them appear to move (Ramadinata et al., 2020 in Riyanto and Yunani 2020). Powtoon is one application that may be used to create learning media, according to Laksmi et al, (2021).

From the analysis that the researcher has done, the researcher concludes that the characteristics of the media needed include: 1) the media is not monotonous, 2) the media must be varied, 3) the media must be attractive so that students do not get bored while watching, 4) have a short duration, but the content delivered is clear, 5) media should be more interactive, and 6) all people can access media.

There are two experts; material and media expert were chosen to assess the media's quality and determine the media's criteria using a formula adopted from Nurkanca & Sunartana (1992) in Mahayanti (2017). As the result of the assessment, the Powtoon animation video developed by the researcher could be categorized as an "Excellent Media". The media was categorized as excellent media because it has been assessed based on calculations done previously by calculating the media by the expert.

A teacher interview guide was used to determine the utilization of Powtoon animation videos from the instructor's perspective. In overall, the instructor said that the Powtoon animated video learning tool was quite beneficial. The teacher said that Powtoon might be useful in varying learning material throughout offline or online classes. Powtoon cartoon film might be utilized as learning material that gives an interactive figure of instructor through the use of personal characters, which could make the teaching process easier.

This study is one of several in the realm of education. This study focuses on creating a Powtoon animation movie for seventh-grade pupils in junior high school, with a particular emphasis on descriptive text. This book is meant not just for students but also for teachers of English, specifically to educate descriptive text writing. The researcher discovered various issues while creating a Powtoon animation film, such as having less editing talent, trouble locating relevant photos or characters that correspond to the theme, and some errors throughout the editing process.

The Powtoon cartoon videos may also be utilized as additional learning material by teachers to help the students practice their writing abilities while learning English. The Powtoon animated movie also provides the instructor with fresh ideas and resources for descriptive text learning exercises, which improves students' writing abilities and enthusiasm to study English.

CONCLUSION

The purpose of this research was to develop a prototype of Powtoon animation video as teaching and learning media for seventh-grade students at SMP Negeri 2 Sawan, especially for writing skill on descriptive text. Powtoon is one application that can use to develop learning media. The video developed by Powtoon may contain animation and sound, which increases students' interest in the learning process. The researcher also aimed to know the students' opinion toward the use of Powtoon animation video. The researcher used ADDIE (Analysis, Development, Design, Implementation, and Evaluation) model by Richey & Klein (2007) in developing Powtoon animation video. Several instruments were used in order to collect data, such as interview guide, questionnaires, syllabus checklist, and expert judgement rubric. In this study, the researcher analyzed the data qualitatively and quantitatively. Three method of data collection such as interview, questionnaires, and syllabus analysis were used to collect the qualitative data.

The product was distributed to the teacher and students in the implementation stage to try out the product. After implementing the Powtoon animation video, a questionnaire was given to the teacher and students; they

agreed that the Powtoon animation video could be categorized as an “Excellent Media”. Moreover, the final prototype product was developed based on the expert judgement of material and media. The results of expert judgement rubrics showed that the product was classified as an “Excellent Media”. Then, in evaluating procedure, the responses indicated that the media impacted positively to both teacher and students.

Three themes were created into an interactive explanation film in which the audience interacted and the learning content was explained. Powtoon Video has classified exceptional media from both material and media perspectives based on expert assessment. Furthermore, the students' questionnaire revealed that they wished to learn English more in the future. Students were also encouraged to engage in debates with their peers. Based on those insights, the Powtoon animated video was created as a fantastic medium. The findings of the students' questionnaire from the assessment process revealed that students gained a favorable influence in learning English, particularly in writing abilities on descriptive text utilizing Powtoon animated video. Furthermore, the instructor noted that the media was useful for teaching seventh-grade pupils and for incorporating learning media variance in online or offline learning. For the students, this Powtoon animation video can be used as a learning activity to improve their writing, collaboration, and problem-solving skills. Moreover, by doing exercises in the video, students can increase their competency and motivation in learning English, especially for writing skills. The English teachers advised using Powtoon as an alternative medium for teaching English, particularly writing skills. It was because different learning mediums are required when teaching young learners English. This is related to the nature of young learners, who have short attention spans and find it difficult to focus for extended periods of time. As a consequence, because Powtoon allows teachers to create appealing learning material that suits the needs of young learners, this web-based tool may be a viable option. This Powtoon cartoon film can be utilized as extra learning resources by the English teacher. The result of this research is suggested as a new reference to assist and help educators in developing animation videos, especially developing ICT- based learning media that creative and innovative. The result of this product would be beneficial for another researcher. The other researcher can use the result of this research as a reference for their research, especially in material development areas.

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