THE USE OF POWTOON AS MEDIUM FOR TEACHING ENGLISH AT THE TEN GRADE AT SMK AL-MAS'UDIYAH PRAMIAN SAMPANG

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



By

Faris Ali Ghafi NIM D05213008

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TARBIYAH UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA 2019

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama

: Faris Ali Ghafi

NIM

: D05213008

Fakultas/Prodi

: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "THE USE OF POWTOON AS MEDIUM FOR TEACHING ENGLISH AT THE TEN GRADE AT SMK AL-MAS'UDIYAH PRAMIAN SAMPANG" merupakan hasil karya sendiri. Segala materi yang diambil dari karya orang lain digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiyah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya. Apabila pernyataan ini tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia bertanggung jawab sesuai ketentuan dan peraturan perundang-undangan yang berlaku.

Surabaya, 15 April 2019

Pembuat pernyataan



ADVISOR APROVAL SHEET

This thesis by Faris ali Ghafi, the title is "The Use of Powtoon as Medium for Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang" has been approved by the thesis advisor for further approval by the board of examiners.

Surabaya, 28 March 2019 Advisor I

Advisor

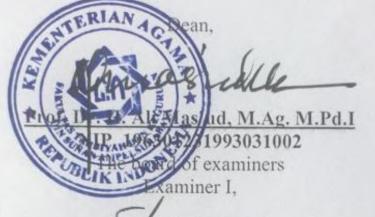
Mokhamad Syaifuddin, M.Ed, Ph.D NIP. 196512201992031005

Advisor II

Rakhmawati, M.Pd NIP. 197803172009122002

EXAMINER APPRROVAL SHEET

This thesis by Faris Ali Ghafi with the title is "The Use of Powtoon as Medium for Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian" has been examined on 11 of April 2019 and approved by the board of examiner



Dr. Mohamad Salik, M.Ag NIP. 196712121994031002

Examiner H.

Dr. Siti Asmiyah, M. TESOL NIP. 197704142006042003

Examiner III,

Mokhamad Syaifuddin, M.Ed, Ph.D

NIP. 196512201992031005

Raklmawati, M.Pd

NIP. 197803172009122002

PERNYATAAN PERSETUJUAN PUBLIKASI



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA **PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas aka	demika OTN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:		
Nama	: FARIS ALI GHAFI		
NIM : D05213008			
Fakultas/Jurusan	: TARBIYAH DAN KEGURUAN/PENDIDIKAN BAHASA INGGRIS		
E-mail address	: farisalighafi@gmail.com		
UIN Sunan Ampe Sekripsi □ yang berjudul :	gan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan l Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah : Tesis Desertasi Lain-lain ()		
AT THE TEN G	RADE AT SMK AL-MAS'UDIYAH PRAMIAN SAMPANG		
Perpustakaan UIN mengelolanya da menampilkan/mer akademis tanpa pe	yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini V Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, alam bentuk pangkalan data (database), mendistribusikannya, dan mpublikasikannya di Internet atau media lain secara <i>fulltext</i> untuk kepentingan erlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai lan atau penerbit yang bersangkutan.		
	uk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN abaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta saya ini.		
Demikian pernyata	an ini yang saya buat dengan sebenarnya.		
	Surabaya, 15 April 2019		

Penulis

Faris Ali Ghafi nama terang dan tanda tangan

ABSTRACT

Ali Ghafi, Faris (2019). The Use of Powtoon as Medium for Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian. A thesis. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Mokhamad Syaifuddin, M.Ed, Ph.D and Rakhmawati, M.Pd.

Key words: Powtoon as medium in teaching English

Teaching English is a teaching language that has four components to understand the subject. Those are reading, writing, speaking and listening. For teaching the component, the teacher and the student often feel difficulties. So, the teacher uses technology as tool in teaching and learning English. In this case, one of the technology used by the teacher is Powtoon. Powtoon is categorized as audiovisual presentation which serves the alternative animation, picture, sound, voice and music. So, it helps teacher in teaching and learning English so the teaching and learning process becomes enjoyable and interesting. This study used qualitative as approach and the research design is descriptive. The data collection used are observation in English class to know the use of Powtoon as medium then, it used questionnaire after the class closed to 29 respondents. It is for the students of SMK Al-Mas'udiyah Pramian at the ten grade to know students' perception in teaching English using Powtoon as medium. The result of the research found the process of the teaching English used Powtoon as medium including condition, advantage and the technique in the class. The result was so good atmosphere in teaching English using Powtoon as medium and also the researcher found the students' perception that the students felt positively appropriate with the theory in the chapter 2, they felt enjoy in learning English using Powtoon as medium. There are four aspect to know students' perception, those are attention got 78,3%, relevance got 87,6%, confidence got 79,3% and the last is satisfaction that got 92,6%. In addition, the teaching English using Powtoon as medium was so excellent technique to increase students' interest and students' motivation in learning English.

ABSTRACT

Ali Ghafi, Faris (2019). The use of Powtoon as Medium for teaching English at the ten grade at SMK Al-Mas'udiyah Pramian. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Mokhamad Syaifuddin, M.Ed, Ph.D and Rakhmawati, M.Pd.

Key words: Powtoon as Medium in teaching English.

Pembelajaran bahasa inggris adalah pembelajaran bahasa yang memiliki 4 unsur pembahasan. Yaitu membaca, menulis, berbicara dan mendengar.. Untuk mempelajari tersebut, guru dan murid sering merasa kesulitan. Jadi guru menggunakan teknologi sebagai alat bantu dalam proses pembelajaran. Saat ini, salah satu teknology yang digunakan dalam pembelajaran adalah Powtoon. Powtoon dikategorikan sebagai audio-visual presentasi yang dilengkapi dengan animasi, gambar, suara, dan musik. Jadi, hal itu akan membantu kondisi proses pembelajaran dalam pelajaran bahasa inggris sehingga pembelajaran bahasa inggris menjadi menyenangkan dan menarik. Thesis ini menggunakan pendekatan kualitatif dan di susun menggunakan deskriptif. Pengambilan data menggunakan obserfasi kelas dalam pemb<mark>ela</mark>jaran bahasa inggris untuk mengetahui penggunaan Powtoon sebagai media dan juga berupa pertanyaan-pertanyaan kepada para murid yang terdiri dari 29 murid setelah kelas selesai. Hal itu untuk kepada kelas 10 SMK Al-Mas'udiyah untuk mengetahui persepsi murid dalam pembelajaran bahasa inggris menggunakan Powtoon sebagai media. Hasil dari penelitian meliputi proses pembelajaran Bahasa inggris menggunakan Powtoon sebagai media, kondisi, manfaat dan teknik pembelajaran dikelas. Hasil temuan sangat baik dan peneliti juga mendapatkan hasil positif dari persepsi siswa sesuai dengan teori dalam bab 2, siswa merasa sangat menikmati pembelajaan bahasa inggris menggunakan Powtoon sebagai media. Ada 4 aspek dalam penilaian persepsi siswa, yaitu dalam segi perhatian siswa mendapatkan hasil 78%, segi relevansi atau mendapatkan hasil 87,6%, kepercayaan diri dalam pembelajaran mendapatkan hasil 79,3% dan kepuasan dalam pembelajaran mendapatkan hasil Kesimpulannya pembelajaran Bahasa inggris menggunakan Powtoon 92.6%. sebagai media adalah sangat baik untuk meningkatkan minat dan motivasi siswa dalam pembelajaran Bahasa inggris.

TABLE OF CONTENT

TITLE SHEET	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	
ABSTRAK	ix
PERNYATAAN KEASLIAN TULISAN	X
PERNYATAAN PERSET <mark>ujuan publikasi</mark>	xi
TABLE OF CONTENT	xii
LIST OF TABLE	xiv
LIST OF FIGURES	
LIST OF APPENDICES	xvi
LIST OF ABBREVIATION	xvii
CHAPTER I: INTRODUCTION	1
A. Background	
B. Research Question	
C. Objective of the Study	
D. Significant of the Study	
E. Scope and Limitation	
F. Definition of the Key terms	
CHAPTER II: REVIEW OF RELATED LITERATURE	14
A. Theoretical Framework	14

	1. Teaching English	14
	2. Technology in English Language Teaching	
	3. Medium	
	4. Powtoon	21
	5. Perception	25
B.	Previous Study	
	·	
CHAI	PTER III: RESEARCH METHOD	29
A.	Approach and Research Design	29
	Research Presence	
C.	Research Location	30
D.	Data and Source of the Data	31
E.	Data Collection Technique	32
	Research Instrument.	
G.	Data Analysis Techniques	38
	Checking Validity of Findings	
	Research Stage	
СНАІ	PTER IV: RESEARCH FINDINGS AND DISCUSSIONS	41
A.	Research Findings	
	1. The Use of Powtoon as Medium in Teaching English at the Ten C	
	at SMK Al-Ma's <mark>ud</mark> iyah	
	2. The Students' Perception of Powtoon as Medium in Teaching En at the Ten Grade at SMK Al-Ma'sudiyah	
В.	Discussions	
	1. The Use of Powtoon as Medium in Teaching English at the Ten C	
	at SMK Al-Ma'sudiyah	
	2. The Students' Perception of Powtoon as Medium in Teaching En	
	at the Ten Grade at SMK Al-Ma'sudiyah	_
СНАІ	PTER V: CONCLUSION AND SUGGESTION	64
A.	Conclusion	64
	1. The Use of Powtoon as Medium in Teaching English at the Ten C	3rade
	at SMK Al-Ma'sudiyah	
	2. The Students' Perception of Powtoon as Medium in Teaching En	_
	at the Ten Grade at SMK Al-Ma'sudiyah	
В.	Suggestion	67
REFE	CRENCES	68
A DDE	MDICES	71

LIST OF TABLE

Table		Page
2.1	Method of Teaching	17
3.1	Data Collection Technique	33



LIST OF FIGURES

Figure		Page	
2.1	First Display of Create Powtoon	22	
2.2	Login and Create Powtoon Account	23	
2.3	Starting to Create Powtoon	23	
4.1	Powtoon in Teaching English	43	
4.2	Powtoon in Teaching English for Assignment	49	

LIST OF APPENDICES

Appendix I The Teacher and the Students of SMK Al-Mas'udiyah at

the Ten Grade

Appendix II Pictures of Powtoon Presentation

Appendix III The Process of Teaching English Using Powtoon

Appendix IV Observation Guideline

Appendix V Questionnaire Sheet

Appendix VI Interview Transcript

Appendix VII Lesson Plan

Appendix VIII Letters

LIST OF ABBREVIATION

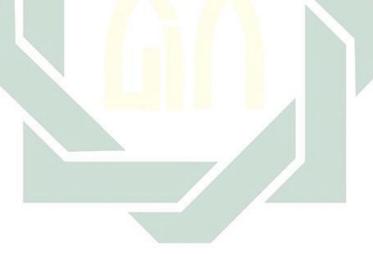
TAI = Team Assisted Individualization

CAI = Computer Assisted Instructional

CMI = Computer Managed Instruction

AECT = Associated for Educational Communication and Technology

ARCS = Attention, Relevance, Confidence and Satisfaction



CHAPTER I

INTRODUCTION

This chapter contains background of the research. It has completed with the purpose of the research about the use of Powtoon as medium for teaching English, the important doing the research and also the question has designed with object of the study, the significant of the study, scope and limitation and key of term.

A. Background

Education is a conscious guidance by the educator to improve the physical and spiritual development as the main personality. It means that education has two advantages. The first is the education can improve the physical development. As we know that a physic can grow normally because of common sense. And the second advantage is spiritual development. With some education, someone become a person normally. So, if the physical and spiritual as basic of the person, a main personality appears in someone. Martinus Jan Langeveld said education as a student's help to do something for their live stand alone and also student becomes responsibility orally and faithfully. This case has indicated that the education as tools for student to establish with social and her behavior. If education is going well, the manner of person will be better because of what they learn. It has affected to their life such as socialization with others, intercultural, political and also religion.

¹ Ahmad D. Marimba, *Pengantar Filsafat Pendidikan Islam*, (Bandung: PT. Al-Ma'arif, 1962), P 19

In education, the teacher who gives materials has to create some activities in learning process to get student's attention and student's interest.² There are many things to share the material well. Diane Larsen-Freeman shows 9 teaching methods. They are The Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, and Content-Based, Task-Based, and Participatory Approach³. Toward all of them, the teachers have to know what method used to appropriate the material given to student.

In this era, the teacher must have pedagogical knowledge which is used to transfer material for the students. Pedagogical knowledge is an ability of the teacher in teaching and learning process. This point is very important for teacher to enhance student's success. The teacher who has good strategy in teaching process would develop student's outcome well. So that student's development is complete in getting materials. The student will make a sense about what they feel in learning that suit to the teacher's expectation. Of course, the teachers who have pedagogical knowledge have getting of the best teaching-learning activity as the following; first, knowledge of classroom management that means the teacher has to maximize the quantity of instructional time with the material transferred to the student. It is the main

-

² Edy Mulyasa, *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*, (Bandung, Remaja Rosdakarya, 2011). P. 69

³ Diane Larsen-Freeman, *Technique and Principle in Language Teaching* (NewYork: Oxford University Press, 200), P.1

⁴ Son – Jeong Bae, Computer-Assisted Language Learning P. 100

point in learning process for show the subject correctly with the time. If the teacher just explain subject without seeing the time, the student will be not focus in learning and also bad feeling to the teacher. Second, knowledge of teaching method means that means the teacher has to know in applying her method, surely the teacher applies in every method fixes with objective, purpose of the study and the goal of the learning. In the learning process, the teacher should use any method although the student is not bored in learning process. Third, Knowledge of classroom assessment means that the teacher should do challenge and score to know student's performance such as knowledge of different forms and purposes in formative and summative assessments, knowledge of how different frames of reference like social, individual, criterion-based, and impact students' motivation. Fourth is structure. According to Robert F. Magner, structure is the purpose of activity doing or can do by student's living up to their competences. It combines with structuring of learning objectives and the lesson process, lesson planning and evaluation. How teacher makes a lesson plan in learning, using some methods for student in order that the student can do the activity and the goal can give by student. Fifth is adaptively. It is one activity that the teacher should do before deciding team work. The teacher has to know student low and high performance. After the teacher knowing difference student performance, the teacher combining both of types low and high as the group. This activity named Team Assisted Individualization (TAI) is one method to increase student's problem in understood material with correlation between high and

low or heterogeneous learning groups to get maximal learning.⁵ Such as avowal research comment "The results indicate that students' academic achievement was greatly improved when they were exposed to the teaching strategies of framing and team assisted individualized when compared with the conventional teaching method. Team assisted individualized strategy was found to be more effective because students had the opportunity to work together in teams, share views and opinions, and engage in brainstorming on problems".⁶

When a teacher has had the elements, the teacher expected to teach well through methodology and medium use. Related to the teaching-learning medium, teaching medium are all physical devices which can present message and stimulate students to learn.⁷ Thus, teach using medium can help teacher in present materials clearly and interesting to be followed by the students.

There are many kinds medium that can be used by teacher. Medium is divided into three main groups presentational, representational and mechanical.⁸ Those are presentational, representational, and mechanical. The presentational means that medium uses natural language of spoken word, expression, gesture and so on such as the voice, the face and the body.

_

⁵ J. Baumert and M. Kunter Teachers' mathematical knowledge, *Cognitive Activation in the Classroom*, *and Student Progress*. (Newyork: American Education Research Journal, 2010). P. 133-180

⁶ Awovala, AOA, Effect of Framing and Team Assisted Individualised Instruction Strategies on Senior Secondary School Student's Attitude Toward Mathematics. (Acta Didacta Napocensia. 2013) P.6

⁷ Rahardjito. Haryono, Anung. Rahardjo, R. dan Arief, S. Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: PT Raja Grafindo Persada, 2008), P.36

⁸ John Fiske, *Introduction to Communication Studies, Second Edition* (NewYork: The Tailor and Francis Group, 2002), P.18

Representational means that medium uses numerous, cultural, and aesthetic conventions to create a text of some sort, such as books, painting, photography, interior decoration, and others. Mechanical means that medium transmitter of categories 1 and 2. Additionally, this medium uses through engineering and technology, such as telephone, radio, television, and others.

Anderson and Ronald describe types of medium become 10 types. Those are audio (audio types, radio, CD and telephones), print (text book, modules, brochures, leaflets and picture), audio-Print (audio tapes that include written materials), visual silent (projection Overhead transparency (OHT), film frames or slides), audio visual silent projection (film frames or slide voiced), visual motion (Silent Film), audio visual motion (silent motion film, video/VCD, TV), physical object (real object, models and specimen), human and the environment (teacher, librarian and laboratory), computer (computer assisted learning and computer managed instruction).

Of the grouping higher than, it may be concluded that the medium consist of the following; first is visual medium. It is mean all tool can simply by seen likes photos, picture, posters, cartoons, graphs and others. Decond is audio medium. This medium has message that will be heard alone like audio tapes, mp3 and radio. Third is audio visual medium. It is possessing both a sound and visual medium such as slide-types presentation, videos, television

.

⁹ Anderson H, Roonalld, *Selecting and Developing Media for Instruction*. (NewYork: American society for training and developing, 1967) P.134

¹⁰ Daryanto, Media Visual Pengajaran Teknik (Jakarta: Tarsito bandung, 1997), P. 29

¹¹, Arief S. Sadiman *Media Pendidikan Pengertian*, *Pengembangan dan Pemanfaatan Pembelajaran* (Jakarta: Pustekom dikbud dan PT. Raja Grafindo Persida, 2005) P. 29

and others.¹² Fourth is multi medium. It is medium will present a whole medium part likes animation. Dave Marshal comment "Multi medium is computer information can be represented through audio, video and animation".¹³ Fifth is medium reality. This medium is the real medium that exist within the whole natural environment, whether or not applied to state of living or preserved like animals, specimens, herbarium and others.

In this era, the world is getting ahead with the technology. Some people can work be done through technology. One of the familiar examples is the technology in world education. One type of development of science and technology is the development of online course. The development of science and technology in the education encourages the learning process to be more applicable and interesting as an effort to improve the quality of education.

Learning is development of new knowledge, skills or attitudes as an individual interacts with information and the environment.¹⁴ The learning environment includes the physical facilities, the physical atmosphere, instructional technology, medium and method. The state indicates teaching or learning is so need help to technology as tool in learning process. Technology can be more effectiveness if the teacher has creatively in use it. Technology is essential.¹⁵ This theory points to life in every human need, for the more in

-

¹² www.avbend.com/blog/what-is-audio-visual--desiggner-why-do-you-need-to-hire-one/

¹³ https://users.cs.cf.ac.uk/Dave.Marshal/Multimedia/node10.html

¹⁴ Robert Heinich, Michael Molenda, James D. Russel & Sharon E. Smaldino, *Instructional Technology and Media for Learning, Eight Edition* (NewYork America: Prime Book Box for kids Publised, 1998) P. 6

¹⁵ Yogenda K. Sharma, *Fundamental Aspect of Educational Technology*. (Kanishka Published, New Delhi, India 2002) P. 16

education. It is the same state come from Association for Educational Communication and Technology (AECT) that; t

"Technology in education is the study and ethical practice of facilitating learning and improving performance by creating, using, managing appropriate technological processes and resources. So, the technology can simple the learning process and going to easy in get success in leaning. In addition, technology in education have point; Technology in education can improve psychology and communication in education and Technology can Solves problem in education between teacher and student".

Related in medium learning, according to Schrame that media learning is a technology take in much information to education. Thus, the medium learning can give message and information clearly for the student so that grows a motivation and result of the lesson. Arief S. Sadiman comments about any advantages of media learning. First is medium learning can show the message or material clearly and simple. Second is medium learning can make any variation of activity. The last advantage is medium learning has unique activity. ¹⁶

From this the advantages, medium learning is so important to increase student motivation and give stimulate to the student to maximization in education. There are many examples used the teacher in learning process such

-

¹⁶ Arief S. Sadiman, *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatan* (Jakarta, Raja Grafindo Persada 2009). P. 19

as Schoology, Edmodo, Webtoon, Peerwise, Facebook, Powtoon and many more.

To teach English, the teacher must design learning activities as well as possible and it also must be supported by various teaching medium especially visual medium such as pictures, realia, television (Digital Media) and others. One of popular medium is Powtoon medium. It is like what we know that A Powtoon medium is categorized as audio-visual presentation which serves the alternative animation, picture, sound, voice and music. So, it helps the condition learning process in teaching English. The audio visual here contains many possibilities to make English teaching learning efficiency, the visual aspect of Powtoon serves a number of choice such as photos, animation, scratch, hand writing animation, and in the audio aspect the teacher able to add many types of voice such us mp3 song, music sound, or voice recording. At the same time this application is one of the easiest access and audio visual making videos are compatible with nowadays teaching English learning. So, it is very interesting to be applied in improving students' interest for teaching-learning activity.

Based on many advantages of Powtoon as medium in learning process, the teacher should do more creative in make some activity using technology by Powtoon as medium. A teacher in used Powtoon as medium is Islamic school at the ten grade at SMK Al-Mas'udiyah Pramian Sampang Madura.

This research conducts from Islamic school in SMK Al-Mas'udiyah at the ten grade in the second semester. The researcher finds the problem in the school, especially in teaching English process. The student of SMK Al-Mas'udiyah, especially at the ten grade is less motivation in teaching English because the school based on Islamic school that all of the days always learn Islamic rules. As Dawam Raharjo says about islmic school is religious institutions that teach, develop, and disseminate Islamic religion. ¹⁷ It means the islamic school just focus on islamic material in their learning and the other material just number second to learning, so, the student at SMK Al-Mas'udiyah automatically don't have learn English seriously although the teacher must do creativity in teaching English process in order to improve student motivation. One way of teachers' technique is using Powtoon as medium as tool to make student want to learn English more better before.

Because of the situation, the researcher interest to do research about teaching English using Powtoon as medium in learning process in the class the ten grade in SMK Al-Mas'udiyah Pramian Sampang and also researcher will ask to the student perception in learning process.

Beside the situation, the researcher founds rather same research but any differences in this research. The other research comes from Nur Qomarul Lailia, she graduated from UIN Sunan Ampel Surabaya. She explained about implementation of timeline as Media to improve student's grammar ability in Mts. Negeri 2 Surabaya. She found the same problem is student difficulties in

¹⁷ Dawam Raharjo, *Pergulatan Dunia Pesantren* (Jakarta: Trimurti Published, 1988) P.2

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

learning English, especially in grammar ability. So the teacher using time line as alternative tools to increase student understanding in learning grammar. It is so clear of the differences both of Qomarul research and this research. The first same is the Media. Qomarul research uses time line as tool in teaching English, especially focus on vocabulary but in this research uses Powtoon as medium in teaching English. The second of difference research of this research taken from Bastiar Ismail Adhkar. He do research about pengembangan medium video animasi pembelajaran berbasis Powtoon kelas dua mata pelajaran ilmu pengetahuan alam di sekolah dasar laboratotium sekolah Universitas Semarang. It is rather same with this research but any point make difference. It is about in teaching science. Bastiar focuses in lesson plant using Powtoon to teach science. Of course it is so far the differences both of bastiar research and this research but in this research uses Powtoon as medium in teaching English. And also the differences between Bastiar research and this research point to measurement to students. In Bastar research evaluate to make easier in teaching science but in this research measure students' perception in teaching English, actually in students' attention, Relevance, confidence and students' satisfaction.

B. Research Question

- 1. How is the use of Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang?
- 2. How is students' perception in using Powtoon in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang?

C. Objective of the Study

- To describe procedure in using Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang
- To know students' perception in using Powtoon in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang

D. Significance of the Study

Appropriate with this era that education is so important and going to a head with using technology in showing subject. The important of education is the education gives some knowledge and make attitude in live. It is also to be related with the teacher who make some activity likes good technic in giving material. One example is using Powtoon medium, there is some benefit incomes from this research likes for the teachers, students, writer and also for readers.

1. The teacher

The first advantage of this research is for the teacher. The researcher expects this research become reference and information to other teacher in teaching English and learning process. Also this result of this research can give some contribute for the teachers includes in technic in teaching English, educate students and also the teacher can know students perception in using Powtoon medium in education learning as well as possible.

2. The student

This research also helps student to know in enjoying English study. In this research, the student can aware that teaching English using Powtoon as medium is wonderful moment, how enjoyable and how powerful in English learning and so important in education. Also the student can know students perceptions' else in learning English using Powtoon medium.

3. The researcher

This research of this study is so important for the researcher because the researcher will be teacher in future. The researcher can know how design the learning activity in teaching English well. So the researcher can improve knowledge in make activity in the class and be variety in learning process using Powtoon medium.

E. Scope and Limitation of the Study

The scope of this study is the procedure of teaching English using Powtoon as medium and perception of the student SMK Al-Mas'udiyah in Pramian Sampang in the ten grade because the school has 29 students and the material using Powtoon medium. Based on the situation, the researcher has an opportunity to research this location that have many students and have unique activity in teaching English which is using Powtoon as medium for teaching English.

F. Definition of Key Terms

1. Teaching English

Teaching is the process of transfer of two-way science, between teachers as information and students as recipient of information.¹⁸ In this research, teaching English is an activity done by teacher to teach English subject. To teach English, teacher used Powtoon as medium to make class interesting.

2. Powtoon

Powtoon is an online presentation software tool that allows you to create free and professional animated video explainers or messages and presentations as an alternative to PowerPoint. In this research, Powtoon is medium used by teacher to teach English by using animation and slideshow. So that, the researcher wanted to know the way teacher used Powtoon as medium and how students' perception when they learn English using Powtoon.

3. Perception

Perceptions the process by which someone interprets and organizes sensation to produce a meaningful experience of the world. In this research, the researcher wanted to know the perception as reaction of the student of teaching English using Powtoon as medium including the advantage, the effectiveness and anything that the students' respond whole learning English process.

¹⁸ Chatib, Munif. Sekolahnya Manusia: Sekolah Berbasis Multiple Intelgences di Indonesia. (. Bandung: Kaifa 2010). P. 135

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focused on review of related literature following some theory explanation concern to the title of this research and also the research will discuss any previous study of the research appropriate with the case of this research.

A. Theoretical Framework

1. Teaching English

Teaching is the process of transfer of two-way science, between teachers as information and students as recipient of information. ¹⁹ It is going to be complete if the teacher and the student can step together as partner in education. Furthermore, teaching English is not, it explains, just a matter of imparting skills or knowledge. ²⁰ It means that teaching English is not only teaching in the class and sitting in the chairs but also teaching English is challenge student to think creatively as good as using the language in student behavior. So, the teacher should do best in ask student to get the language clearly, to be self-aware and also to be responsible to student experience what the student want in using English language.

The teacher should have lesson plan in build a good teaching in the class. One of way to make good teacher is focused on one material in every

¹⁹ Chatib, Munif. *Sekolahnya Manusia: Sekolah Berbasis Multiple Intelgences di Indonesia*. (Bandung: Kaifa. 2010) P. 135

²⁰ Susan Brindley, *Teaching English* (NewYork: Rouletge Falmer, Taylor & France Group, 1994). P 15

one meet²¹ (Reading, Speaking, Listening and Writing) with the result that the student not confuse in understanding the subject. Using this focused, the student will get goal and feel so easy in understanding the subject.

As Robert Heinich's statement in the book that in teaching English, the teacher must be prepare to choose the best tool to engage student in learning include technology and medium.²² Heinich says that technology and medium is so important to advocate teaching in the class because of them the teaching English become wonderful and more effectively likes animation, pictures, sound and others.

Besides both of technology and medium, There are many methods used by the teacher in teaching English because there are many different materials in teaching language appropriate with the subject discussed, object purposed and specific contexts. M.F. Patel and Praveen M. Jain called methodology is systematic and scientific way of teaching any subject.²³ M. F Patel guide teacher to use method in every learning process. David Nunan says Method or methodology is concerned with how is the development of communicative approaches to language teaching.²⁴ He make conclusion in teaching English, the teacher required to educate the student to apply the language what they learned. Also he explains many benefit of methodology includes:

-

²¹ Jon Davison & Jane Dowson, *Learning to Teach English in the Secondary School, Second Edition* (NewYork: Rouletge Falmer, Taylor & France Group, 2003). P. 53

²² Robert Heinich, Michael Molenda , James D. Russel & Sharon E. Smaldino, *Instructional Media and Technologies for Learning, Eight Edition* (NewYork: Prime Book Box for kids Publised, America,1998) P. 5

²³ M.F. Patel and Praveen M. Jain, *English Language Teaching* (Jaipur India: Sunrise, 2008). P. 71

²⁴ David Nunan, *Language Teaching Methodology* (NewYork: Prentis Hall Published, 1988). P. 2

- a. Study of nature of the language skill (writing, listening, reading and speaking) and the procedures for teaching them
- b. Study of the preparation of lesson plan, material, textbooks for teaching language skill
- c. The evaluation and comparison of language teaching method

So, the method of the teaching English just have purpose formulate procedure in learning process using method need although the effectiveness and the goal of the teaching maximized by the teacher. Diane Larsen freeman listed 11 methodologies of teaching English:

 $\begin{tabular}{ll} Table.~2.1 \\ Method of teaching based on Alex Taylor on the blog. \end{tabular}$

METHOD	FOCUS	CHARACTERISTICS
Grammar Translation	Writen Literary Text	Translette from English into your native language
Direct Method	Everyday spoken language	Students learn by associating meaning directly in English
Audio-Lingual	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar Rules	English Grammar rules deduced and then understood in context
The silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how english work
Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere with music, encourages subliminal leaning of English
Community Language Learning	Student interaction	Understanding of English through active student interaction
Comprehension Approach (Natural Approach, the learnables and total physical respond)	Listening comprehension	English speaking delayed until student are ready, meaning clarified through action and visual
Communicative Language Teaching	Interaction, authentic, communication and negotiation meaning	Understanding of English through active student interaction, role play, games and information gaps
Content-based, Task- based and participatory approach	What is being communicated, not structure of English	Content based on relevance too students' lives, topics, task and problem solving
Learning strategy training, cooperative learning and multiple intelligences	How to learn	Teach learning strategies, cooperation, activities vary according to different intelligences

-

²⁵ https://blog.tjtaylor.net/teaching-method

The method is so important to help teacher in make planning in teaching will going to effective, control the student become interested in the class and making good atmosphere in learning process. So, it is one of advantage of method to make clear in teaching English.

2. Technology in English Language Teaching (ELT)

Technology in English language teaching is professional text designed with the goal equipping future language teachers with the tool technology provides for the English.²⁶ Technology in English language teaching can called integrated technology in teaching English. In this case, the technology as tool in showed the material, the technology as help the process of teaching English. It is so effective to advocate the education such as Ruxana Hossain explanation in his journal that technology has been used to both assist and enhance language learning.²⁷

3. Medium

a. Definition of Medium

Medium is changed by media that have mean describes any channel of communication.²⁸ The term refers to anything that carries information between a source and a receiver such as television, video, diagram, printed materials, computer programs and instructor. It refers to

²⁶ Marry Ellen Butler Pascoe & Karim M. Wilburg, *Technology and Teaching English Language Learners* (Boston, Unitate State America, 2003) P.1

²⁷ Ruxana Hosain Parvin' and Shaikh Flint Salam Journal of the Effectiveness of Using Technology in English Language Classroom in Government Primary School in Banglades, Vol 2, 2015.

²⁸ http://www.techopedia.com/definition/1098/media

communication and source of information.²⁹ R. Angkowo and A. Kosasi explain that medium is channel of communication.³⁰ This theory explain that medium is communicator to channelize, giving stimulate, improving motivation, shining up to student and student willingness in teaching English although the learning process become effective and enjoyable.

b. Medium in Teaching

Teaching medium are all physical devices which can present message and stimulate students to learn.³¹ So, the teacher can use medium to take this tool in learning process in teaching English although student can understand the materials easier. Gerlach and Ely state that medium is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude.³² From the state, the medium can increase student motivation in learning, making stimulate in remembering the subject and interesting in learning process.

According to Dr. Ahmad Susanto that medium in teaching has to present the main to grow the student motivation, getting student's responds, stimulate in remembering the subject and also avoid boredom whole teaching is go on. So, he emphasize the teacher to choice the method that can improve student motivation, hyper-active in doing

²⁹ Robert Heinich, Michael Molenda, James D. Russel & Sharon E. Smaldino, *Instructional Media and Technologies for Learning, Eight Edition* (NewYork: Prime Book Box for kids Publised, 1998) P. 9

³⁰ R. Angkowo & A. Kosasih, *Optimalisasi Media Pendidikan* (Jakarta: Grasindo Widiasarana Indonesia published, 2010). P. 11

³¹ Achmad Baidawi. *Journal of Using Visual Media in Teaching Speaking* (Semarang: University express, 2011). P. 8

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

 $^{^{32}}$ Gerlach and Ely, Teaching and Media a Systematic Approach, (New York: Prenticehall,Inc,1980),p. 241

activity in teaching learning, and also it can give easily understanding in getting subject so that student can relax and so interest in the class.

c. Types of Medium

There are many types of medium in teaching. The teacher should do choice in use medium occupation with subject learning. There are: print medium (books, magazine, and newspaper), television, video games, music, cell phone, various kind of software and the internet.³³ This types of medium not use in every subject but the teacher have to adapt with the subject and the student need in teaching learning, instructor of the learning and lesson plant of the English process. The teacher must creative in choose the activity agree with the subject and condition in the class and student need. It has purpose to get the goal of teaching English and the clear in learning process.

According to Heinich about basic medium in learning, there are some characteristic in medium use in education.³⁴ First is medium text. Medium text is alphanumeric characters that may be displayed in any format likes book, poster, chalk-board, computer screen and so on. Second characteristic of medium is medium audio. It includes anything you can hear likes a person's voice, music, mechanical sound, noise and also it may be life and tape recorder and others. Third characteristic of medium is medium visual. This medium used to promote learning. It includes

https://www.mentalh

³³ https://www.mentalhelp.net/articles/types-of-media

³⁴ Robert Heinich, Michael Molenda, James D. Russel & Sharon E. Smaldino, *Instructional Media and Technologies for Learning, Eight Edition* (NewYork: Prime Book Box for kids Publised, 1998) P. 8

diagram on posters, drawing on a chalk-board, photograph, graphics in a book, cartoons and so on. Fourth is motion medium. This medium is medium that show motion including video-tape, animation and so-on. Motion medium must not conduct real object but also motion medium often conducted real object or models. Fifth is manipulative. Manipulative medium is three dimensional and can be touch and handle by student. Sixth is People. This is the final medium. People are critical to learning. Student learns from the teacher, other student and other adult.

4. Powtoon

a. Definition of Powtoon

Powtoon is an online presentation software tool that allows you to create free and professional animated video explainers/messages and presentations as an alternative to PowerPoint.³⁵ It is the same from Heinich theory about teaching use medium and technology. Powtoon medium is animation make by technology includes animation, picture, sound and others.

Powtoon is a little like directing a mini-movie every slide in the Powtoon represents a scene that have to equip with the right sound or audio and visuals.³⁶ It meant Powtoon just a teacher creativity in show the material using technology. The teacher explains material with a number of minute to play in mini movie or clips likes trailer in the cinema or the slide in presentation.

_

³⁵ Agria, p.1

³⁶ Ilya Sipitalnik, *The Power of Cartoon Marketing* (www.PowToon.com 2013) page.11.

There are many type of Powtoon application usage. Teacher can create animation, image graphic, picture of any cartoon and others. In every play in Powtoon, Powtoon has relation between the sound visuals display. This tool should be used in class because the way is so funny and improve student interest in learning process. Therefore, it increases the teacher's creative and improve student willingness to learn. So, their listening comprehension, their spelling and enlarges their vocabulary will grow automatically with their enjoy feeling in leaning process.

b. Stage of Powtoon

Before the teacher use of Powtoon medium, there are any stages to create Powtoon medium as following:

- 1) Go to <u>www.Powtoon.com</u>
- 2) Click "Start Now" to start creating the Powtoon Medium



Figure 2.1 First Display of Create Powtoon

 Fill the use any valid email address. We can sign up using Google account, facebook and Linkedin. Click Sign up.

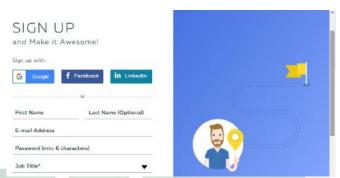


Figure 2.2 Login and Create Powtoon Account

4) Next, Click "Blank Powtoon" in order to create the first presentation.

It is will be start Powtoon project as user want.



Figure 2.3 Starting the Create Powtoon

c. Menu of Powtoon

- Starting Powtoon for many options. There are Modern edge, White board, Cartoon, Info graphic and real. The user have to choose one of the option.
- 2) Slide panel in the left side to add the slide and remove the slide
- 3) Interface content in the middle of the presentation
- 4) Scene in the right to modify the content of Powtoon. There many icon like background, text, character, pops, shape, sound, medium and special.

- 5) Above the interface, there are setting of duration to show the presentation.
- 6) After finished in make Powtoon animation, the user can download it to apply in offline.

d. Stage of Implementing Powtoon

According to Stacey Macchi, there are 5 step using Powtoon as medium in class room to instruction in learning process.³⁷

- 1) Create introductory videos for a course. Before the start of the semester, instructors can create a short video to introduce both themselves and the course (e.g., syllabus statements, classroom policies) to their students.
- 2) Preview a guest speaker.

Posting a video about a guest speaker can be useful for students. Understanding who the speaker is, the speaker's background, and the purpose for the course visit allows students to plan ahead and prepare for the speaker ahead of time.

3) Introduce or conclude lesson plans/subjects.

Introducing a new subject area of the course in order to highlight its relevance can be a quick way to gain the attention and interest of students so that they are excited about their upcoming learning

-

³⁷ Stacey Machi, *Journal etools Using Powtoon in the Classroom*, (NewYork: Western Illinois University 2017). P. 2

4) Create examples of course assignments/projects.

Depending on the course, an animated video can demonstrate to students the essential components of an upcoming assignment (e.g., a review, speech, presentation, infomercial, commercial, debate).

5) Promote a department event or new course.

If department is hosting a particular event, a Powtoon could be created and released to help advertise the upcoming event. If a new course is being offered in a department, a video could be created and sent to prospective students to gauge their interest.

5. Perception

Perceptions is the process by which someone interprets and organizes sensation to produce a meaningful experience of the world. Perception means to study the world which is made of them.³⁸ Perception is physiological state of the subject.³⁹ So, the researcher concludes perception is a sense of viewer related by self-motion includes psychology and feeling. Student's perception in teaching English is so important to know how effective Powtoon as medium during English learning. As Campbell state perception is a process where one will form an impression about someone and something.⁴⁰

³⁸ Andrej Demuth, *Perception Theories* (Islandia: Slowakow Group, 2013) P. 16

³⁹ Ibid. 60

⁴⁰ Campbell, *Stereo Types and the Perception of Group Differences*. (NewYork: American Psychologist, 1967). P. 817

B. Previous Study

This research has 3 previous studies. The first previous study get from Nur Qomarul Lailia, she graduated from UIN Sunan Ampel, English Language Education Department, Faculty of Education and Teacher Training. The tittle is Implementation of Timeline as Media to Improve Student's Grammar Ability in Mts. Negeri 2 Surabaya. The research focused to timeline as medium to teach vocabulary and teaching grammar using timeline as medium in Mts. Negeri 2 Surabaya. The purpose of the research is going to mastery of vocabulary at eight grades in Mts. Negeri 2 Surabaya, especially F class and G class. So the researcher doing test and pre-test to find the case and find the differences teaching English using time line and teaching English without using time line. The research is rather same with this research. The difference to this research is in the focus of the research and the technique to get the data. The researcher focus to know effectively in teaching English, especially in mastery vocabulary includes teacher technique in teaching English using time line. So the teacher getting the data using test post-test. It is so different to this research that focus on implementation of Powtoon in teaching English and the data collections that using observation class and the questionnaire to know students' perception in teaching English. The previous researcher not use questionnaire or something to know students' perception in teaching process so that the previous research is not known students' perception in teaching.

The second previous study take from Wahidatul 'Aziza B. A. She graduated from UIN Sunan Ampel, English Language Education Department,

Faculty of Education and Teacher Training. The title is "The Use of Video Record to Improve Speaking Skill on Narrative Text of the Eleventh Grade Students at SMAN 1 Waru". This previous study focused on speaking English learning using video record. So, researcher explained materials using Video Record to improve student on speaking ability. The researcher also used test and pre-test to know the effectiveness of teaching English using video record or without video record. While for this research was used to know the use of Powtoon in ELT and to know the students' perception toward Powtoon. The differences between the second previous research and this research is the focus on the research and the technique in collect the data. The second previous focused in teaching English using video record that conduct with the technique experimental in collect the data. It is so good research but in this research focused on Powtoon and using questionnaire to know students' perception in teaching English. The gap between two researches is the technique in implementation media. The second previous using voice and teaching English to improve students in speaking but this research using Powtoon animation in teaching English.

The third previous study is taken from Bastiar Ismail Adkhar, university of Semarang. The title is *Pengembangan Medium Video Animasi Pembelajaran Berbasis Powtoon Pada Kelas 2 Mata Pelajaran Ilmu Pengetahuan Alam di Sekolah Dasar laboratorium Universitas Negeri Semarang*". The researcher focused on lesson plan in the class using Powtoon as medium and improving motivation in learning process. The researcher used

medium Powtoon to take student interest on study science. The researcher used Powtoon in teaching science and the location of the research in Semarang. It was difference with this research that focus on the use of Powtoon for ELT not for the lesson plan because the lesson plan was difference tool which was by the teacher. Although the third previous research using Powtoon but the focus on the study just to motivate student in teaching science, using test to respondent to know effectively in teaching.

CHAPTER III

RESEARCH METHOD

This chapter concerned on the procedure to conducted the research regarding with the learning process of the use of Powtoon as medium in English teaching-learning activity and how students' perception related to the use of Powtoon as medium in English teaching-learning activity. It covered by research approach and design, researcher presence, research location, data and source of data, research instruments and also data analysis technique.

A. Approach and Research Design

The major purpose of this study was to know the process of teaching English through Powtoon as medium and students' perception related to the use of Powtoon in teaching English. Furthermore, qualitative descriptive in the research focused in teaching English and student perception. The descriptive served qualitative in the stage of Powtoon as medium in teaching English and the students' perception whole learning process. Related to these two objectives, qualitative study as the approach was decided by the researcher which issued to get gain the deep understanding of specific group or event. This research could be categorized as a survey research and called as descriptive research to describe and get information about the current condition of the certain object. 41 John W. Creswell said that one characteristic of research is qualitative that describe qualitative research is largely inductive, with inquire

⁴¹ Donald Ary, Lucy C. Jacobs and Chris Sorensen, *Introduction to Research in Education* (Belmont CA: Wadsworth, 2009). P. 28

generating meaning from the data collected in the field.⁴² Qualitative research had two main purposes, the first was to describe and to explore and then the second was to describe and explain.⁴³ This research used qualitative research because the researcher explained as describe the process of the teaching-learning English process whole learning was running. Therefore, it used instrument such as observation and questionnaire to get information from the group of individuals.

B. Research Presence

The researcher in this research was as the data collector only. So, the researcher had to attend in location and joint with informant. On the time of observation, the researcher needed to do observation and keep a distance in order not disturb the activity in the learning process. So, attendance of the researcher in the location will not influence the atmosphere in the class. In addition to observation, an interview with the teacher conducted. The researcher did interview to teacher and student to deep understanding and make clearly what the researcher got in observation in the class through personally discussion. So both of informant and the researcher felt enjoy, piece, reflective and flexible. Also the researcher collected the data through questionnaires. The questionnaire was to address the Research Question number two.

C. Research Location and Subject

The research location is in SMK Al-Mas'udiyah Pramian Sampang
East Java Sampang Madura and focused on the teaching English uses Powtoon

⁴² John W. Creswell. *Research design, Second Edition* (Boston: Pearson Education, 1994), P. 10

⁴³ Sukmadinata, N. S. *Metode Penelitian Pendidikan*. (Bandung: Remaja Rosda, 2005). P. 74

as medium and the subject were the students whom evaluated the students' perception of the ten grade in second semester in SMK Al-Mas'udiyah Pramian Sampang. This location considered interesting to research because this school dominant studying Islamic than English language. So, Powtoon as medium used as tool in learning process that can improve interesting student to study English and giving interesting on understanding of the material easily. So, the researcher interested to do research in this location with the subject of the research is student of the ten grade class at second semester that consist 29 students.

D. Data and Source of Data

The information of the data obtained from the observation in while the class is running and questionnaire based on the students' perception in teaching English process. The researcher used these two techniques to collect the valid data for this research. There were observation guideline and questionnaire form in qualitative analysis.

The observation guideline was to know the whole teaching-learning activity of the use of Powtoon in English teaching-learning activity in the ten grade of SMK Al-Mas'udiyah Pramian Sampang and also there was a questionnaire for the participants in the ten grade to know their perceptions to the use of Powtoon in English teaching-learning activity

Source of data discovered by the teacher of first grade in SMK Al-Mas'udiyah Pramian Sampang. The researcher observed and interviewed the teacher about teaching English using Powtoon as medium and also the student reaction in the teaching English.

In addition, there were two points of data source:

1. Subject

The subject of this research was the student in teaching English using Powtoon as medium at the ten grade in SMK Al Mas'udiyah Pramian Taman Sreseh Sampang. The researcher use observation and questionnaire both of the process of the teaching English and the student ten grade of SMK Al Mas'udiyah Pramian Taman Sreseh Sampang and the researcher able to collect the data both of them. The observation was used to get data whole the class in running and the questionnaire use to get data from the student after class is done.

2. Object

The object of this research was the teaching of English using Powtoon as medium. So, the researcher had to observation in the location to collect the data source and also the researcher was help by interview to the English teacher who developed Powtoon, documentary, video, record and others while finding the data.

E. Data Collection Technique

The data collection technique in this research used observation Guideline and questionnaire sheet. The first step that the researcher used is observation which is answered the first research problem and also the researcher used interview too support the data in information after class ended.

Afterward, questionnaire was used to answer the second research problem.

For the short, the process of the data collection technique for this research was as bellow:

Table 3.1
Data Collection Technique and Instrument

Research	Data Collection Technique		
Questions	Observation	Questionnaire	Interview
RQ 1	Observation of the		To get valid data
	Learning Process in		from the
	SMK Al-Mas'udiyah		observation
	Pramian Sampang At		
	1 st Grade.		
RQ 2	- /	Questionnaire the	
		learning process in	
		SMK Al-Mas'udiyah	
		Pramian Sampang At	
		1 st Grade.	

1. Observation

Observation was used to describe the whole teaching English process in the ten Grade of SMK Al-Mas'udiyah Pramian Sampang. By this observation, the researcher got deep understanding and view of the whole learning process in SMK Al-Mas'udiyah Pramian Sampang such as situation, condition and the activities in the classroom regarding the use of Powtoon in the English teaching-learning activity. The way of observation use Dr. Jonathan Theory whom describes observation was conducted in

non-participant form, where the observer did not take a part in the activities being observed.⁴⁴

2. Interview

The interview was used to ask information more from the teacher how the Powtoon was applied in the class to the process of the teaching English. By the interview, it supported the data observation.

Interview occured when researchers asked one or more participants general, open-ended questions and record their answer.⁴⁵ The researcher used some questions to the teacher. So the researcher got information about the research.

There were three kinds of interview; those are structured interview, semi structured interview, and unstructured interview.⁴⁶

a. Structured Interview

Structured interview was used as collection data technique if the researcher has known about the information that they got surely. Therefore, in conducting an interview, the researcher provided some questions. In structured interview, all of respondents were given the same question and the researcher noted it.

In conducting an interview, the researcher not only brings instrument as a guidance to interview, but also can use tape recorder, picture, and others that helped the interview runs well.

٠

⁴⁴ Dr. Jonathan Parke, *Participant and Non-Participant Observation in Gambling* (England: University of Salford, 2008). P. 76

⁴⁵Ibid, page. 9.

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: ALFABETA,CV, 2012), page.22

b. Semi structure Interview

Semi structure interview included in the category of *in-depth interview*, in which is more free than structured interview. The purpose was to find the problem broadly in which the participants are asked about their opinion and idea. In conducting an interview, the researcher needed to listen carefully and notes the information of the informants.

c. Unstructured Interview

Unstructured interview was a free interview in which the researcher did not use interview that has been organized systematically to collect the data. The guidance that was used only the big line of the problem asked.

In this study, researcher used semi-structured interview because researcher wanted to get more detail information so researcher used interview transcript and it would be following by some questions. The researcher used semi-structure interview to make comfortable communication between the researcher and the teacher whom teaching English so that will be enjoy in getting data.

3. Questionnaire

A questionnaire was used as the second data collection. Based on Zainal Arifin opinion's that Questionnaire is a research instrument which consists of numbers of questions to sort out the data or information which need to be answered by the objects of study freely based on

their opinion.⁴⁷ In this study, the questionnaire concluded 4 main questions then every main question had some sub questions. It was purposed to get information about students' opinion or perception related to their feeling regarding the use of Powtoon in the ten grade of SMK Al-Mas'udiyah Pramian Sampang. The respondents were asked to indicate their perceptions of the use of Powtoon whole the activity running in the class, methods in showing the English learning and feeling in getting understanding of the material.

F. Research Instrument

To collect the data, the researcher used some instruments. Moreover, some documents, picture and record was also be used to support the research analysis. The instruments were observation guide and questionnaire sheet.

a. Observation guideline

Observation guide was for discovering whole teaching English process use Powtoon as medium in the ten grade of SMK Al-Mas'udiyah Pramian Sampang including strategy used, situation and activities. In this research, the observation was in form of a narrative summary that attempted to get the main things happen during the course which follow the course and the guideline of the learning process in SMK Al-Mas'udiyah Pramian Sampang by using Powtoon.

-

⁴⁷ Ine Amirman dan Zainal Arifin, *Penelitian dan Statistik Pendidikan*, (Jakarta: Bumi Aksara, 1993), P.226-228.

b. Interview transcript

Interview transcript used to decide the data that got from observation and questionnaire by researcher are valid. So interview transcript used after observation and questionnaire finished and got the data.

c. Questionnaire

In this instrument, the researcher needed the students as subject to answer the questions and give the informant identity in teaching English using Powtoon as medium. This research used openly in which the student' respondents only needed to answer the best express that their opinion.

The theory of questionnaire based on John Keller's ARCS Model of Motivational Design. 48 ARCS is Attention, Relevance, Confidence and Satisfaction. The researcher used five alternative options to scoring the questionnaire as following:

- 1) "Strongly agree" get 5 Points
- 2) "Agree" get 4 Points
- 3) "Neutral" get 3 points
- 4) "Disagree" get 2 Points
- 5) "Strongly disagree" get 1 Point

These two instrument were used to answer the two research problems as mentioned. The researcher had to use observation sheet and questionnaire sheet as tool to get deep understanding in getting information.

-

⁴⁸ Learningtheories.com. received Nopember, 04 2018

G. Data Analysis Technique

The researcher analyzed the collect data used descriptive qualitative approach. The data was got through observation guideline and questionnaire sheet. After that, the researcher presented the collected data in the form of description. The technique for analyzing data will be presented below:

- 1. The researcher analyzed the data collection by observation technique and described the teaching-learning process in SMK Al-Mas'udiyah Pramian Sampang as long as teaching learning process. In this case, the researcher got happened and compared it with some theories that match with the teaching-learning process in the ten grade of SMK Al-Mas'udiyah Pramian Sampang and also reliable with the point of Powtoon in classroom included step by step of teaching English, situation, methodology so, it answered the first research problem in this research.
- 2. Distributing questionnaire sheet was also needed to answer the second research question for students in the ten grade of SMK Al-Mas'udiyah Pramian Sampang by the ways their perception of the use of Powtoon for English teaching-learning. After getting the data from the questionnaire, the researcher analyzed the data related to the research questions use Linkert Scale. Each item response was scored with value of 1 assigned to strongly disagree. All the way to 5 for strongly agree. For each construct the participant's responses are averaged the formula will be explained as follow:

$$PRS = \frac{RTA}{Max.Score} \times 100$$

RTA = Average of each aspect

PRS = Percentage of respond

Max. Score = The high Score of indicator

The result by using Likert Scale was explained as follows:

If:
$$0 - 20\%$$
 = Very Bad

21 - 40 % = Bad

41 - 60% = Enough

61 - 80% = Very Good

81 - 100% = Excellent

H. Checking Validity of Findings

The researcher checking the data used Triangulation technique to check the credibility of data by checking the data gotten from the technique used. Triangulation is to combine interviews and observation.⁴⁹ It means that times, space, investigator and technique in collect data have to relevant although the research was not fictive.

And also, the researcher used picture, sound and document as reinforcement in authentic data collection. So, the research and the result of the data will be certainly.

I. Research Stages

This point explained about stage of research. It is so important may be for arrange and explain how the research made and how the research built

⁴⁹Louis Cohen, Lawrence Manion and Keith Morrison *Research Methods in Education*, *Six Edition* (NewYork: Taylor & Francis e-Library, 2007). P.141

becoming good thesis. It contained more steps such as the research planning, the data collecting, and the analyzing data, and the reporting of research. In this study, the researcher gave the steps of this research as follow:

1. Start of the Research

The researcher started of the research going to one school to know process of English learning. In the location, the researcher discussed with a teacher in SMK Al-Mas'udiyah and finding the case is Powtoon as medium as tool to educate English Language. So, the researcher made point to arrange the title of the research, determine the context and focus of the research and arranging the researcher licensing.

2. The Process of Research

After the researcher got the data, the researcher did collect the data needed and analyzed again the data obtained to gain the validity of data. In this step, the researcher analyzed the data which was got from observation, interview, and questionnaire. Then the researcher classified the data based on focus of the study. It is continued with checking data validity.

3. Arranging The Result of Research

The arrangements of the result of research consisted of the frame and the result of research. This arrangement was also suitable with the guideline of the scientific writing of UIN Sunan Ampel Surabaya.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher showed the research finding of the research. It explained about the use of Powtoon as medium for teaching English. Surely, this chapter indicated to answer the research questions of the research and also this chapter discussed about analysis of how the use Powtoon as medium for teaching English, and analysis of students' perception of Powtoon as medium in teaching English.

A. Research Findings

The research developed from January 5, 2019 - January 26, 2019 using two instruments for analyzing the data. It developed to answer the research study of this research. There was the use of Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang and how is Students' Perception in using Powtoon as medium in Teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang which got from observation while teaching English process and questionnaire after teaching English was end.

1. The Use of Powtoon as Medium in Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang

This point is the first question of this research that will be describe from the observation whole teaching English is running and also interview to the teacher after the class was end in the ten grade at SMK Al-Mas'udiyah Pramian Sampang.

a. Observation

First step in collect the data, the researcher observed the process of teaching English at the ten grade at SMK Al-Mas'udiyah in the location on January, 5 2019. At 7:30 Am - 8:30 Am. Before the researcher had been do the observation in the class room, the researcher asked the teacher about the way to observe the teaching English process in order that the activity of the teaching still enjoy and didn't change atmosphere of the teaching English process. So, the researcher got the data was valid and got the usual process of the teaching English as well as possible.

The observation conducted from the teaching English process using Powtoon as medium and the data would explained one by one according to the theory in chapter 2 and also the point of view Powtoon animation in teaching English (Appendix 2).

1) First Meeting

In the beginning, the researcher started from observed the process of teaching English at the ten grade which consist of 29 students (Appendix) on January, 5 2019 at 7:30 Am - 8:30 Am. The researcher used video to help the process of taken the data from the observation while the process of teaching English using Powtoon as medium in teaching English was running.



Figure 4.1 Powtoon in Teaching English

This picture is part of Powtoon as medium that the researchers observed to get the data used the video in order that the researcher didn't disturb the process of teaching English. The process of teaching English used Powtoon as medium included pre-teaching, Whilst-teaching and closing of the class.

a) Pre-Teaching

Firstly, the teacher doing pre-teaching before showed the material such as bellow:

(1) Introduction

The teacher started from introduction of the teaching. The introduction consisted of greeting of the class, asked students' condition, prayed and checking students' attendance. In this case, the teacher used familiarity that purpose to make slow condition in the start of the class.

(2) Lead in

After introduction, the teacher leaded the material with asked to the student about material at last meeting or previous study. In the time, the teacher asked previous study included how understands of the material and the activities of the teaching. It was so great activities because it could be measurement of the study would run. So the teacher designed as well as possible to designed new material appropriate with the student need.

b) Whilst-teaching

In the time, the teacher showed presentation using Powtoon as medium to teaching English in the class room at the ten grade at SMK Al-Mas'udiyah Pramian Sampang. The activities in whilst-teaching included introduction of the new material would be doing and activities appropriated with Powtoon as medium in teaching English.

(1) Opening of the new material using Powtoon as medium presentation

The teacher introduced the new material would be run using Powtoon as medium and the student asked to watch carefully the Powtoon as medium presented by the teacher. The title of material is about Announcement. It is so good material in teaching English process because the material designed by

Powtoon likes mini movie. Automatically, the student would felt enjoy in the teaching English process.

The starting of new material that showed using Powtoon as medium is so many points of view that must be have by the Powtoon to design.

All of the point used to design the Powtoon in teaching, actually in teaching English to increase students' interest in teaching English process. It is so simple, first come from the background. The background of the animation used colorful image that makes style is so simple. The background of Powtoon not designed by the teacher become fresh and indicated the material that studied.

The animated list appropriated with the condition of the class. It make cartoon blue board and anything. The cartoon used familiar think that it make student guess that it iss has in the class. Because of that, it is so interested to student.

And also they were many transition showed by the Powtoon included zoom in transition, slice center, swipe, slice and fade. Because of that, the students' attentions would be focus on the presentation showed by the teacher.

Also in the Powtoon as medium in teaching English that used to showed the material, there were clipart added by the teacher use cartoon illustrate movement like cartoon movie as speaker and video of sound. It is so amazing so the student felt enjoy in teaching English process.

And slow music would be completed to design the animation in order that the Powtoon is so amazing. The student would felt like watching the film.

(2) Content of the message at Powtoon animation.

The content of the Powtoon animation consisted purpose of the study would be running, instructional activity, focus on one material, organized and also not too fast on slide.

From the video that observed by the researcher, the content of Powtoon appropriated with the tittle of teaching English is announcement. The content of Powtoon indicated the purpose of the study. The purpose of the study is to make student understand about announcement.

For the instructional activity is so easy to increase students' understanding because of the text is so simple state and familiarity. The teacher designed the Powtoon become simple and measured students' knowledge.

In the focus on material was so clear because the Powtoon focused on the writing activity. So, in the Powtoon asked the student to do the writing text actually announcement.

In the last point is organized of the material. In the Powtoon, the student can see the title, content and the ending of the text from Powtoon animation.

(3) Design of the text

There are any point in design of the text likes contras of the colors, font, repetition, alignment and proximity. All of these are as component in Powtoon to get the amazing presentation in showed the material.

From the Powtoon observed by the researcher, Powtoon animation in the teaching English consisted many color there included in the background, the text and all the content was so colorful. It makes so interested by the student to teach English.

In the font, the teacher designed the Powtoon used opacity and effect. It is good design because the font is main point in Powtoon that advocate good design

Next point is repetition. Repetitions included style of the text likes bold of the text, italic of the text and also underline of the text in Powtoon like the tittle, example and other to make easily understand by the student. It is should do by the teacher who designed in every text of the Powtoon to make the differences because if the text in the title and content is same, it will be difficult to difference about the point of the subject and the main of the subject. And also the repetition have to purpose to make

students do not feel boring in watching the style of the Powtoon animation.

After that, the alignment is so important point of the Powtoon animation. The alignment consists of two points. First is title stick out and body text. The teacher used all of the point to make good design of the Powtoon animation.

The last point is proximity. Proximity is to groups items of the point become together. It makes clear the points of view the subject.

c) Closing of the class

The time, the teacher just gave review of the study ended, feedback and answer question from student that felt less understanding of the material. So, the teacher was not played Powtoon animation, he just orally in the time.

2) Second meeting

The second meeting of the observation, the researcher doing the same way to observe the process of teaching English at the ten grade which consisted of 29 students on January, 12, 2019 at 7:30 Am - 8:30 Am. The researcher also used video to get the data from the observation the process of teaching English using Powtoon as medium in teaching English.

Because of the same way, the researcher directed to taken off the camera in the class room as preparation in observation the process of teaching English. The process of teaching English using Powtoon as medium indicated of pre-teaching, whilst-teaching and closing the class.

The data observation would be got from Powtoon. The researcher found a simple video animation of Powtoon in teaching English process in the class room.



Figure 4.2 Powtoon in Teaching English for Assignment
From figure 4.2, the teacher showed a video about powtoon.

This figure was an assignment for students about announcement.

Students was asked to explain this picture.

a) Pre-Teaching

For the first, the teacher do pre-teaching before the material was started such as bellow:

(1) Introduction

The teacher started from introduction of the teaching English.

The introduction consisted of greeting of the class, asking students' condition, pray and checking students' attendance. It is

the same designed of the class with first meeting but in order that the teacher designed the some way in introduction, the student still have fun with the introduction.

(2)Lead in

The next stage was lead in. The teacher leaded material with asked student about material at last meeting or previous study but because this is the same material, it is so great activities because it is will be evaluate the material that studied by the teacher.

b) Whilst-teaching

Whilst-teaching or post-teaching, the teacher directly showed medium presentation using Powtoon as tool to teaching English. Because the material was same with the last material studied, the activities in whilst-teaching included review of the material and the task but the teaching English process appropriate with the point of Powtoon in teaching English include opening of the material, content of the message and designed of the text.

(1) Opening of the new material using Powtoon as medium presentation

The teacher explains flash of the material last meeting using Powtoon as medium but this is the different Powtoon animation that showed by the teacher. The Powtoon animation just consists of example of the last material. The student asked to watch

carefully the medium presenting by the teacher. It is so simple Powtoon animation that showed by the teacher in teaching English process at the second meeting.

The first, the material that showed by the teacher to increase students' understanding in teaching English process. It is good design by the teacher, the background of the animation using image that indicate with the material would studied by the student. The animation of Powtoon less added because this is just example of the material, it is example of announcement include point, design of the announcement. Because of that, the Powtoon animation includes zoom in transition, slice center, swipe, slice and fade.

For the clip art of the Powtoon animation, there are cartoon illustrate movement like cartoon movie in the first meeting, that is the cartoon as speaker and video of sound. It will be get the student attention in teaching English process.

In the next step is music. The Powtoon animation added slow music like in instrument of the sound. So, it can be simple Powtoon animation.

(2) Content of the message at Powtoon animation.

The content of the Powtoon animation actually indicated to purpose of the study, instructional activity, and focus on one material and also organize. The researcher observed the Powtoon animation appropriated with the tittle of teaching English is announcement but this contain just indicated to the activity was doing by the student.

For the instructional activity was so clear information. The student will be aware himself and know what were to do because of the text in the Powtoon so simple state and easy to understand.

In the focus on material was so clear because the animation of Powtoon focus on the writing activity. So, in the Powtoon animation ask the student to do the writing text actually announcement.

For the organized, the Powtoon designed as well as possible for the student in order that the student can see the title of the subject, content of the subject and the ending of the text from Powtoon animation become one slide.

(3) Design of the text

The Powtoon have many point must completed of the text likes contras of the colors, font, repetition, alignment and proximity. It can be fresher in the Powtoon animation.

The first is color of the text. The Powtoon animation observed by the researcher consisted many color there included in the background, the text and all the content. All of the text has color. The next point is font. The Powtoon designed just use effect.

The Powtoon just used one point in the Powtoon because the time just repeat of the study on last meeting.

Next point is repetition. Repetitions in the time not used in the Powtoon animation because this is just example of the material last meeting and nothing repetition text in the Powtoon.

Next point is the alignment. The alignment used to state the text.

So, the Powtoon animation used all of the point includes the title and the body of the text.

The end point is proximity. Proximity used to indicate the state of body. The proximity just indicated the point of view of the subject developed.

c) Closing of the class

For the closing of the class, the teacher asked the student get more understanding of the material and asked the student to write the announcement as homework.

b. Interview

The interview used by the researcher just to help to validate data in observation and questionnaire from the use of Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang.

The interview was conducted after the class was closing, actually in the first meeting and the second meeting of the teaching

English. The researcher use Semi structure interview included in the category of *in-depth interview*, in which is freer than structured interview and unstructured interview. The purpose was to find the problem broadly in which the participants are asked about their opinion and idea. In conducting an interview, the researcher needed to listen carefully and notes the information of the informants. Because the interview just to help the valid data from the observation, the structure of the text used in interview appropriate with the observation guideline and questionnaire sheet. (Appendix VI)

2. The Students' Perception of Powtoon as Medium in Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang

The time, the researcher explained the second Research question. It is about the students' perception of Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian sampang. The researcher would answer the second research question by the questionnaire that collected the data from the students at the ten grade at SMK Al-Mas'udiyah Pramian Sampang.

The researcher use had been analyzed from the theory of questionnaire based on John Keller's ARCS Model of Motivational Design. ⁵⁰ ARCS is Attention, Relevance, Confidence and Satisfaction. Each point of the questionnaire, there are 3 questions to know student's perception.

.

 $^{^{50}}$ Learning theories.com. received Januari, 20 2019 $\,$

a. Attention

The attention consists of 3 substance categories (Perceptual arousal, Inquiry arousal and variability). The result of students' perception toward Powtoon in teaching English showed positive respond from the students. In attention, from 29 respondents as source of the data from questionnaire showed that 77,3% said that they learned well and already get attention using Powtoon in teaching English-learning. From this score can be categorized that their perceptions in the aspect of attention is "Good"

b. Relevance

Students' perception toward the use of Powtoon in English language teaching in the aspect of relevance that consist of substance categories (Goal orientation, motive matching and familiarity) showed that all the 29 respondents get a percentage of 87,6%. It means that the students' perception toward the use of Powtoon in teaching English in aspect of relevance is "Exelence"

c. Confidence

From the 29 students' perception related to the use of Powtoon in English language learning in the aspect of "confidence" that consist of 3 sub-cat egories (learning requirement, success opportunities and personal control) showed that 79,3% students have good confidence toward the use of Powtoon). So, it could be classified that students'

confidence related to the use of Powtoon in English language learning is "Good".

d. Satisfaction

Students' satisfaction that consist of 3 sub-categories (natural consequences, positive consequences and equity) toward the use of Powtoon in English language learning could be classified in "Excellence" level. The data showed that the percentage of the 29 students showed 92,6 %. So that, students' perception in the aspect of "satisfaction" could be categorized as "Excellent"

B. Discussion

Discussion of the research explained about definition of the point of view includes the background, literature, research finding and all of the content that developed in this research. The purpose of the discussion just to makes clear both of the researcher and the reader of this research. So the researcher gave some theories appropriate with the problem. The discussion presented by the research question that organized from first research questions and second research questions.

1. The Use of Powtoon as Medium in Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang

The first explanation in this research was about the teaching English using Powtoon as medium. As the explanation of the background that the teaching is the art and science of helping others to grow in their knowledge and understanding.⁵¹ It means that teaching is art that give some science and knowledge to someone. The state indicates to the art that the teaching can help by something like the art such as medium, technology and something that have art there. It is same with Robert Heinich in the book that In teaching English, the teacher must be prepare to choose the best tool to engage student in learning include technology and medium⁵². It is so clear pronouncement that the teaching can be more effective if the teacher use a tool likes technology or medium.

In this research, the researcher developed this discussion with some important points appropriate with the finding of this research. There are teaching English and Powtoon.

a. Teaching English

Teaching is the concerted sharing of knowledge experience.⁵³ The theory showed that the teaching English likes transfer knowledge from one subject to others using experience or tool. It is not except with teaching English, in the teaching English there are many point that must be get likes reading, writing, speaking and listening. So, the teacher as informant have to know the design of teaching to receive the material as well as possible.

51 https://www.quora.com/What-is-teaching

⁵² Robert Heinich, Michael Molenda, James D. Russel & Sharon E. Smaldino, Instructional Media and Technologies for Learning, Eight Edition (NewYork: Prime Book Box for kids Publised, America, 1998) P. 5

⁵³ Paulo M. Pumilia Gnarinu, elena Favaro, Elena Pacetti, Jonathan Bishop, Luigi Guerra. *Didactic* Strategies and Technologies for Education (Italy, Milan: State University NATO, 2013) P. 154

Match the finding of this research that in teaching English, the teacher used technology tool to show the material, actually Powtoon as medium. The teacher designed the good atmosphere in the class because of the Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang. The teaching English process become enjoyable and got the student's interest, motivating student to teach English well. It is difference with the all of previous study that focused on teaching vocabulary, speaking skill and science. From vocabulary, the researcher just explains how to teach English, especially in vocabulary so that make easier. And the second is teaching English focus on speaking skill that the technique to improve speaking skill so that the student can use the target language. And the last previous study is focus on how to make easy understanding in teaching science. All of the previous study is so difference with this research that focus on the use of Powtoon as medium, the step of the teaching English and technique of the English

b. Powtoon

Powtoon is an online presentation software tool that allows you to create free and professional animated video explainers/messages and presentations as an alternative to PowerPoint.⁵⁴ It is can called by mini movie that used to show the material well.

⁵⁴ Agria

The Powtoon is categorized as audio-visual presentation which serves the alternative animation, picture, sound, voice and music.⁵⁵ And also the Powtoon has any animation that makes student more focus on the material such as cartoon, natural and anymore. Because of that, the teacher used Powtoon as tool in teaching English.

Finding of the research had showed that many options to make Powtoon become good presentation in showing the material includes background, content of the message and also the text of the Powtoon itself. All of the way used by the teacher in design the material as well as possible in order that the student can felt enjoy in teaching English process. The differences with the previous study is the subject that used in teaching English, actually timeline in vocabulary, video record in speaking skill and Powtoon in science.

2. The Students' Perception of Powtoon as Medium in Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang

For the second research question, the researcher found that students' perception in using Powtoon as medium in teaching English at the ten grade SMK Al-Mas'udiyah. According to students' perception in filling the questionnaire related to the 4 aspect (Attention, Relevance, Confidence and Satisfaction) to known students' perception toward Powtoon in teaching English process. The researcher got result of 4 aspects showed a positive result from the students in teaching English appropriate with the theory.

.

⁵⁵ Agria

a. Attention

From this points, the researcher got the students' perception in score 78.3% and in the level of "Good". In perception, the student felt motivated, interested and could focus to the material teach by the teacher. It is very important for student to motivated, interested and focus in learning because the student can have the problem to attending to their teacher from time to time. According to Hodgson that the attention able to concentrate a focus on the important information being given by the teacher. 56 The attention theory from Campbell in attention is defined as a person's idea or reaction as an experience about an object that gained by using informant and interprets a message. It means that attention conducted with focus on something in which has some points to knowledge. So, it is appropriate in chapter II that explained about the perception in teaching English and the differences from previous study is attention in teaching English and the other research is teaching science. The teaching English surely focus in teaching English to make innovative whole teaching running and the other research focus on activity in teaching science as tool to design the active activity.

b. Relevance

In the relevance aspect, students got score 81,7% which means "excellence". There were 3 important in these aspects such as target language, the use of Powtoon that is helpful and it could give information

⁵⁶ TL Hodgson, Attention Orienting in Two-Dimension Space, Journal of Experimental Psychology (London: August, 1,1999) P. 428

related to activity in the English teaching-learning. As Prof. Genaro theory that Relevance is the perception that something is interesting and worth knowing.⁵⁷ So the relevance is about students' perception it is self that felt by the student whole teaching English process is running. This state indicated with the theory in the chapter II that showed the advantages of Powtoon as medium in teaching English. The differences this research and the previous study in relevant is measure Powtoon in teaching English ant the pervious study come from Nur Qomarul laila indicated to timeline in teaching English, actually in grammar skill.

c. Confidence

For the confidence aspect, students' got score 79,5% and it was categorized as "Good". In English Language-Learning, a confidence is really needed by every student because confidence is to improve positive impact on students' achievement, students', attitude of the student, affective and also socio-emotional growth. By having confidence, students can work or study in the class maximally and effectively. As chapter two theory that the Powtoon can makes students' achieving in teaching English and teaching science that explained that Powtoon as tool to helps teacher in teaching process.

d. Satisfaction

In the last aspect is satisfaction. Students got score 83% and it is categorized as "excellence" level toward students' perception of the

⁵⁷ Prof. Genaro Zavala, Students' Perception of Relevance of Physics and Mathematic in Engineering Majors (Mexico: June 14, 1995) P. 5

use Powtoon in English teaching-learning. This satisfaction is from the teacher as informant to transfer or can called by knowledge transfer and the students as participant or can called by knowledge as receiver. In this case, the teacher and the student can work together in a good English teaching-learning. So, the material which is tough by using Powtoon can be understood well by the students. In the chapter two was describe the student awareness in teaching, reaction and other that Powtoon can design the teaching become good feeling to the teacher.

From the discussion above, it could be concluded that students' perception towards Powtoon as medium was effective for learning English. It could be shown from the students' attention, relevant, confidence, and satisfaction. All of those aspects showed positive score. It was like previous study done by Nur Qomarul Lailia who do research about using media time line as tool in teaching vocabulary. In this previous study found result that media can increase students' understanding easily in English teaching-learning, actually in vocabulary skill. And also there is other research showed that the use of Powtoon was effective way to improve students' writing ability. It is come from Bastiar Ismail Adzkar, Universitas Malang who do research in Sekolah Dasar laboratorium. It is explains about the effectiveness of Powtoon as media in teaching science that found result that Powtoon makes students motivated to learn well because of animation in Powtoon is so interested to them. Furthermore, the result of this previous study showed that

students were interesting to use Powtoon to learn English.⁵⁸ It meant that this study had same result that Powtoon as medium was effective and interesting for learning English. In addition, the finding between this research and previous research that consist in chapter two and also appropriate with the theory chapter two.



-

⁵⁸ Siti Cholifah Fimbrian, *The Use of Teaching Media Powtoon to Improve Eleventh Grade of Language Class Students' Writing Ability at SMA Negeri 1 Malang.* (Thesis of Universitas Muhammadiyah Malang: 2016).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of the research and the suggestion of the research. The conclusion indicate the result of the research that could be form became summary of the research with the title The use of Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang and the suggestion for the reader.

A. Conclusion

Related to research finding and discussion in chapter 4, the researcher can conclude that the use of Powtoon as medium in teaching English at the ten grade at SMK-Al-Mas'udiyah was a good designed by the teacher in improve education with technology. The teacher used technology to teaching English as tool in show the material that would be study, actually Powtoon as medium.

1. The Use of Powtoon as Medium in Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang

In English teaching today students face the technology that usually student finds in their life with the teacher serves the tool for the student's perception to understand the material, that why there are many factors that the students do not active in the class. Thus, the researcher would present a conclusion to clarify the research.

The medium of teaching learning is contradictive. The student felt bored in learning English with the conventional teaching, uninteresting with the teaching learning applied by the teacher, lazy student and felt the class become fast to end. Because of that, in teaching English become no varieties teaching learning in the class in order that the students felt difficulties to understand English teaching-learning with the conventional teaching and learning.

The researcher also analyzes the use of Powtoon in the teaching English in the class. The use of Powtoon is simply supported the teacher in maximized the time. It is included the stages implementation Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang. The teacher prepared the slide before the class, managing the attractive animation, and the student felt the lesson is enjoyable. The teacher conduct the teaching English become powerful designed by Powtoon that consisted interesting animation in every activity in the class, actually in whiles-teaching or main lessons, especially in observing of the lessons, asking time or discussion of the lessons, exploring of the lessons, associating of the lessons and also communicating of the lessons.

2. The Students' Perception of Powtoon as Medium in Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang

In the last, the researchers found students' perception that become answer the research question number 2. It is about the students' perception in using Powtoon as medium in teaching English at the ten grade at SMK Al-Mas'udiyah Pramian Sampang. The researcher measured the students'

perception used ARCS model that has some questions. The question includes Attention, Relevance, Confidence and Satisfaction. From the 4 component, the researcher got the students' perception that calculated used Linkert Scale. The researcher found the result from 4 aspects that calculate by Linkert Scale is good. Firstly come from the attention, the students' attention in teaching English using Powtoon as medium get 78,3 percent that categorized good. The result evaluate by perceptual arousal, inquiry arousal and variability material that develop by Powtoon so that the student more focus and pay attention to the material. The next component evaluated to know students' perception is relevance. This points got from goal orientation in teaching English, motive matching in every material showed and familiarity in each activity in Powtoon. The result in this aspect is 87,6 percent and called excellent. It categorized excellence. The next aspect is confidence. This aspect got 79,3 percent and can called good that measured by the point learning requirements, success opportunity and personal control in students' skill in using target language. This aspect used to know students' perception in help facilitate meeting with students' expectation in teaching English, achieve students' competent and also improve students' skill in using target language. The last aspect is satisfaction. The students' perception in this aspect got 92,6 percent and categorized excellent. This point measured by natural consequence, positive consequence and equity. It is so high result between other aspect because this is main point in know

students' perception in teaching English using Powtoon as medium because satisfaction as determines successful in teaching English.

B. Suggestion

Related to the theoretically and application show from this research about Powtoon as a medium in teaching English, the researcher give suggestion to the English teachers, students and further researchers.

1. For The English Teacher

The teacher must be able to design the classroom, actually in showing the material, method and activity become the active in using Powtoon suitable to the Powtoon stage and indicator Powtoon for education in order that the teacher don't have the difficulties of students in presentation. And also the teacher should support and motivate the students in teaching English to improve students' motivation in teaching English.

2. For The Students

The students must behave focus, obey, pay attention and be serious in teacher presentation in teaching English using Powtoon in order that the students' can fell enjoy and easy understanding to the material.

3. For The Further Researchers

The last suggestion is for Further Researchers. The researcher expect that this research become reference and measurement in the next researcher whom rather same with this research includes the theory and especially about Powtoon and the other theory that can support the research.

REFERENCES

- Agria. *Powtoon Guide*. Januari 5, 2015. www.Powtoon.com (accessed August 17, 2018)
- Ashley, M.S. Animation Video Presentation: Medium Presentataion. 2015: 3.
- Awovala, AOA. Student's Attitude Toward Mathematic: Effect of Framing and Team Assisted Individualised Instruction Strategies on Senior Secondary School. 2013: 6.
- Baidlowi, Ahmad. *Using Visual Medium in Teaching Speaking*. Journal Eduacation Integrated. 2002.
- Bridley, Susan. *Teaching English*. NewYork: Routledge Falmer, Taylor and France Group, 1994.
- Brinson. What is Audio Visual Designer, Why Do You Need to Hire One. June, 14, 2018. www.avbend.com/blog/what-is-audio-visual-designer-why-do-you-need-to-hire-one/ (accessed August 17, 2018).
- Campbell. Stereoty Pes and The Perception of Group Differences. NewYork: American Psychologist, 1967.
- Chatib, Munif. Sekolahnya Manusia, Sekolah Berbasis Multiple Intelegences di Indonesia. Bandung: Kaifa, 2010.
- —. Sekolahnya Manusia, Sekolah Berbasis Multiple Intelegences di Indonesia. Bandung: Kaifa, 2010.
- Creswell, John W. Research Design. Boston: Pearson Educatuion, 1994.
- Demuth, Andrej. Perception Theory. New York: Slowakow, 2013.
- Donal Ary, Lucy C. Jakobs, Chris Sorensen. *Introduction to Research in Education* . Belmort: Wadsworth, 2009.
- Fiske, John. *Introduction to Communication Studies Vol* 2. France: The Tailor and Francis Group, 2002.
- Freeman, Diane Larsen. *Techniques and Principles in Language Teaching*. NewYork: Oxford University Press, 2000.
- Gerlach, Ely. *Teaching and Medium a Systematic Approach*. NewYork: Prenticehall Inc, 1980.
- Ine Amirman, Zainal Arifin. *Penelitian dan Statistik Pendidikan*. Jakarta: Bumi Askara,1993.

- Jon Davidson, Jane Downson. *Learning to Teach English in the Secondary School.* NewYork: Rouletge Falmer, Taylor and France Group, 2003.
- Keller, John. Perception. Theories of Perception. 2009
- Kunter, J. Baumert. Teachers' Mathematic Knowledge, Cognitive Activation in the Classroom and Students' Progress: Perceptions. American Education Research Journal. 2010
- Louis Cohen, Lawrence Manion, Keith Morrison. *Research Methods In Education* . New York: Taylor And France E-Library, 2007.
- M.F. Patel, Praveeen M. Jain. English Language Teaching. India: Sunrise, 2008.
- Macchi, Stacey. eTools Using Powtoon in the Classroom. Journal Education 2017.
- Marimba, Ahmad D. *Pengantar Filsafat Pendidikan Islam*. Bandung: Pt. Ma'arif, 1962.
- Marshal, Dave. http://user.cs.cf.ac.uk. Juli 13, 2009. http://user.cs.cf.ac.uk/Dave.Marshal/MultiMedium/node10.html (accessed August 22, 2018).
- Mike Flame, David Stevens. English Teaching in the Secondary School. NewYork: Routledge, 2010.
- Mulyasa, Edy. Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan. Bandung: Remaja Rosdakarya, 2011.
- Nunan, David. Language Teaching Methodology. NewYork: Prentis Hall, 1988.
- Oswalt, Angela. *Internet Addiction and Medium Issues: Types of Medium.* a Case Study. 2015.
- Parke, Dr. Jonathan. *Participant and Non-Participant Observation in Gambling*. Salford: University of Salford, 2008.
- Powtoon. *Powtoon Guide*. Januari 12, 2009. www.Powtoon.com (accessed August 25, 2018).
- R. Angkowo, A. Kosasih. *Optimalisasi Medium Pendidikan*. Jakarta: Grasindo Widiasarana Indonesia, 2010.
- Rahardjito Haryono, Anung. Rahardjo, R. dan Arief, S. Sadiman. *Medium Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya.* Jakarta: PT. Raja Grafindo Persada, 2008.
- Raharjo, Dramam. Pergulatan Dunia Pessantren. Jakarta: PT. Grafindo, 2000.

- Robert Heinich, Michael Molenda, James D. Russel & Sharon E. Smaldino. Instructional Medium and Technologies for Learning. NewYork: Prime Book Box For Kids, 1998.
- —. *Instructional Medium and Technologies for Learning*. NewYork: Prime Book Box For Kids, 1998.
- —. Instructional Technology and Medium for Learning. New York: Prime Book Box For Kids, 1998.
- Robert Heinich, Michael Molenda, James D. Rusle, Sharon E. Smalindo. *Instructional Medium and Technology for Learning*. NewYork: Prime Book Fox For Kids, 1998.
- Roonald, Anderson H. Selecting and Developing Medium for Instruction. New York: American Society For Training And Developing, 1967.
- Sadiman, Arief S. *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatan.* Jakarta: PT. Raja Grafindo Persada, 2009.
- Sadiman, Arief. Pengertian Medium Pendidikan, Pengembangan dan Pemanfaatan Pembelajaran. Jakarta: PT. Raja Grafindo, 2005.
- Schracter, Daniel. *Psychology Vol.* 2. NewYork: Worth, 2011.
- Sharma, Yogenda K. Fundamental Aspec of Educational Technology. New Delhi, India: Kanisha, 2002.
- Sipitalnik, Ilya. Daniel Gefen. *Powtoon in Teaching*. June 3, 2017. www.danielgefen.com/Powtoon-ilya-spitalnik/ (accessed September 5, 2018).
- Son, Jeong Bae. *Computer-Assisted Language Learning*. New York: Univercity Press, 1997.
- Sugiono. Metode Penelitian Kuantitatif Kualitatif R&D. Bandung: Alfabeta, 2012.
- Sukandinata, N.S. Metode Penelitian Pendidikan. Bandung: Remaja Rosda, 2005.
- Taylor, Alex. *Teaching Method*. Taylor Blog. July 7, 2003. http://Blog.tjtaylor.net/teaching-method/ (accessed September 1, 2018).