

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

THESIS

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Pendidikan (S.Pd) in Teaching English



By

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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 ilmiah yang ditetapkan oleh jurusan.

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Surabaya, 15 April 2019

Pembuat pernyataan



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ADVISOR APPROVAL SHEET

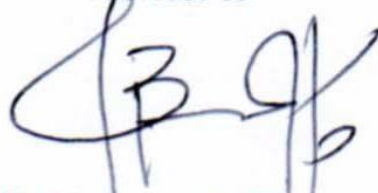
This thesis by Faris ali Ghafi, the title is "The Use of Powtoon as Medium for Teaching English at the Ten Grade at SMK Al-Mas'udiyah Pramian Sampang" has been approved by the thesis advisor for further approval by the board of examiners.

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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

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.

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 title 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

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

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

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

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