

**AN ANALYSIS OF GRAMMAR USED IN
POWTOON-BASED ELT CONTENTS
UPLOADED IN YOUTUBE**

THESIS

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



**UIN SUNAN AMPEL
S U R A B A Y A**

Astondy Lahamazta

D95218061

Supervisor 1: Mokhamad Syaifudin, M.Ed., Ph.D.

Supervisor 2: Dr. Mohamad Salik, M.Ag.

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
SURABAYA**

2023

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Astondy Lahamazta
NIM : D95218061
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

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Surabaya, 1 Agustus 2023

Yang membuat pernyataan,



Astondy Lahamazta
D95218061

ADVISOR APPROVAL SHEET

This thesis by Astondy Lahamazta entitled “An Analysis of *Powtoon* Based-ELT Contents Uploaded in Youtube” has been approved by the advisors for further approval by the board of examiners

Surabaya, 3 Juli 2023

Advisor I



Mokhamad Syaifudin, M.Ed., Ph.D.

NIP. 197310131997031002

Advisor II



Prof. Dr. Mohamad Salik, M.Ag.


NIP. 196712121994031002

EXAMINER APPROVAL SHEET

This thesis by Astondy Lahamazta entitled "An Analysis of *Powtoon* Based-ELT Contents Uploaded in Youtube" has been examined on July 3, 2023 and approved by the board of examiners:



Dean,


Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd.
NIP. 197407251998031001

The Board of Examiner,


Examiner I


Sigit Pramono Jati, M.Pd.
NIP. 198605182011011005

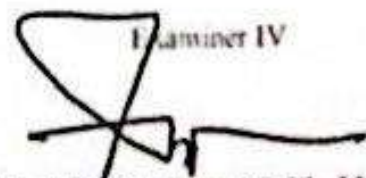
Examiner II


Hilda Izzati Madjid, MA
NIP. 198602102011012012

Examiner III


Mokhamad Syaifudin, M.Ed., Ph.D.
NIP. 197310131997031002

Examiner IV


Prof. Dr. Mohamad Salik, M.Ag.
NIP. 196712121994031002



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

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

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Astondy Lahamazta
NIM : D95218061
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : astondy1403@gmail.com

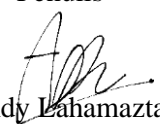
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(Astondy Lahamazta)

ABSTRACT

Lahamazta,Astondy. (2023). *An Analysis of Grammar Used In Powtoon-Based ELT*

Content Uploaded In Youtube. Thesis. English Language Education

Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor 1: Mokhamad Syaifudin, M.Ed., Ph.D. Advisor 2: Dr. Mohamad Salik, M.Ag.

Keywords: Online Platform, Youtube, Powtoon , Grammar

This study analyzes the grammar used in ELT (English Language Teaching) content created with Powtoon and uploaded to YouTube. The purpose of this study is to investigate the common types of grammatical structures and errors discovered in such videos. Ten randomly selected Powtoon-based ELT videos were used to collect data for the study, and the analysis focused on the types of grammar structures and errors evident in the videos. The study revealed that the videos contained a variety of grammatical structures, ranging from elementary to advanced, and that the overall quality of the grammar was relatively high. However, some common errors, such as subject-verb agreement and the use of prepositions, were also discovered in the videos. The study emphasizes the significance of ensuring that ELT content creators are proficient in English grammar and suggests that content creators should consider the language proficiency level of their audience. This analysis can serve as a beneficial guide for content creators and educators who wish to create engaging and effective ELT videos using Powtoon.

ABSTRAK

Lahamazta,Astondy. (2023). *An Analysis of Grammar Used In Powtoon-Based ELT Content Uploaded In Youtube*. Skripsi. Jurusan Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Mokhamad Syaifudin, M.Ed., Ph.D. Pembimbing 2: Dr. Mohamad Salik, M.Ag.

Kata Kunci: Pembelajaran Online, Youtube, Powtoon , Grammar

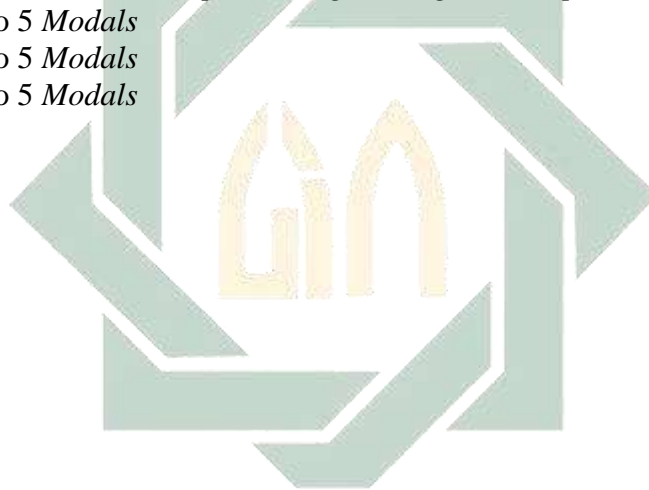
Studi ini menganalisis tata bahasa yang digunakan dalam konten ELT (Pengajaran Bahasa Inggris) yang dibuat dengan Powtoon dan diunggah ke YouTube. Tujuan dari penelitian ini adalah untuk menyelidiki jenis umum struktur tata bahasa dan kesalahan yang ditemukan dalam video tersebut. Sepuluh video ELT berbasis Powtoon yang dipilih secara acak digunakan untuk mengumpulkan data untuk penelitian, dan analisis difokuskan pada jenis struktur tata bahasa dan kesalahan yang terlihat dalam video. Studi tersebut mengungkapkan bahwa video berisi berbagai struktur tata bahasa, mulai dari dasar hingga lanjutan, dan kualitas tata bahasa secara keseluruhan relatif tinggi. Namun, beberapa kesalahan umum, seperti kesepakatan subjek-kata kerja dan penggunaan preposisi, juga ditemukan di video tersebut. Studi ini menekankan pentingnya memastikan bahwa pembuat konten ELT mahir dalam tata bahasa Inggris dan menyarankan agar pembuat konten mempertimbangkan tingkat kemahiran bahasa audiens mereka. Analisis ini dapat berfungsi sebagai panduan bermanfaat bagi pembuat konten dan pendidik yang ingin membuat video ELT yang menarik dan efektif menggunakan Powtoon.

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CHAPTER I INTRODUCTION

This chapter discussed the research questions, the research objectives, the study's scope and limitation, the definition of key terms, and why the researcher chose this research.

A. Research Background

The use of current technologies in the teaching and learning process is regarded as essential in the twenty-first century. The use of technology to improve education, and in particular to aid in the teaching, learning, and practice of English, has the potential to alter some aspects of traditional pedagogy while enabling students to study and use the language simultaneously. Ni Wayan Surya Mahayanti also supports this theory, stating that It can help increase pupils' drive and enthusiasm for studying English¹. Since most educational schools provide resources to facilitate the integration of technological aids into the process of teaching and learning, the teacher must be able to integrate new technologies and apply them in the classroom to help students have the best possible digital media educational experiences.

Generation Z refers to the students who entered the world between the mid-1990s until 2010. They were born into the digital age and have grown up with digital interactive technology as a natural part of their everyday

¹ Luh Diah Surya Adnyani, Ni Wayan Surya Mahayanti, and G. A. P. D. Suprianti, "PowToon-Based Video Media for Teaching English for Young Learners: An Example of Design and Development Research," in *3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019)* (Atlantis Press, 2020), 221–226.

lives, whether it be for entertainment, communication, or education. Therefore, Puspitarini discovered that the use of technology as a medium for learning may boost students' moods, ideas, desire, and attention while promoting the learning process so that students may easily comprehend the learning material.²

Over the last year, youtube has recently given minicourses and a guide for teachers who want to launch an education channel or upgrade a current one. Nasution stated that YouTube is one of the effective media since it contains a large number of videos that can serve as a resource for those of us who are teachers in a class environment³. Thus, it is not surprising that the number of YouTube channels devoted to teaching English is growing especially in powtoon-based ELT video content. Based on some that was provided above, many of youtube's features are used by students to improve their basic skills like listening, speaking, writing, and reading.

PowToon is one of the programs that may be used to make an animated presentation. Because PowToon's interface is comparable to something like PowerPoint slides can be saved in a traditional format that lets them be seen

² Yanuari Dwi Puspitarini, Muhammad Akhyar, and Djono Djono, 'Developing Powtoon-Based Video Learning Media for Five Grade Students of Elementary School', (presented at the International Conference of Communication Science Research (ICCSR 2018), Surabaya, Indonesia: Atlantis Press, 2018)

³ Abdul Khaliq Rasyid Nasution, "YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text," *Utamax: Journal of Ultimate Research and Trends in Education* 1, no. 1 (2019): 29–33.

one after the other, the teacher can utilize PowToon with ease⁴. Powtoon offers a large collection of animated characters, cartoons, objects, backdrops, photos, music, and sounds in addition to all the tools and materials required for the intended video content. The lesson may now be conveyed into an animated video using PowToon, so the teacher no longer teaches from a textbook. Additionally, the PowToon animation-based video that Ilya Spitalnik and Daniel Zaturansky discovered in January 2012 has a favorable effect on encouraging young students to learn, engage, and concentrate, preventing behavioral issues, and improving performance and motivation.

Over the years, there has been some preliminary study of Powtoon and its application to the teaching of English. Ai Siti Nur Fauziah conducts a study about how students can write better narrative texts with the help of Powtoon. The study looks at how teachers use the media platform Powtoon to help their students learn how to write narrative texts and how those students feel about this method. Based on what the study found, By using Powtoon and other ways to get students interested in the classroom, this method improved students' digital proficiency in addition to their writing ability, which shows that students enjoyed and were motivated in following teacher's instruction throughout the entire learning process. This study also recommends that English teachers engage the video platform Powtoon as a

⁴ Yanuari Dwi Puspitarini, Muhammad Akhyar, and . Djono, 'Development of Video Media Based on Powtoon in Social Sciences', *International Journal of Educational Research Review*, (2019), 198–205

way to improve their students' writings.⁵ The study from Saragih also conducted a study about the effect of Powtoon media on the ability to write procedural texts. The results of this study is that when students are tested on their ability to produce procedural texts using Powtoon media, the results are better compared to those of similar tests conducted without Powtoon media format. This is evident from the students' overall average score.⁶

Previous studies have addressed several aspects of Powtoon and ELT. There is a study that discusses using Powtoon to develop writing and technological skills. Another study discusses utilizing Powtoon as a learning medium for writing procedural texts. The study above has differences from the study that will be carried out by current researchers in the aspect of using powtoon-based ELT content uploaded in youtube and grammar used.

The grammar used in Powtoon videos uploaded to YouTube, particularly in ELT content, will be the main focus of this study. Because using Youtube is supposed to increase learners' enthusiasm for learning about the English language, YouTube is taken into consideration as a potential media in ELT education. Additionally, the creator must be imaginative in creating and using YouTube itself. By guiding and motivating them to learn about the English Language easily, the creator can

⁵ Ai Siti Nur Fauziah, Lilies Youlia Friatin, and Aa Surahmat, 'Teaching Media "Powtoon" to Assist Students' Writing Narrative Text', *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1.4 (2021), 416–22

⁶ Mariati Saragih, 'The Influence of Media Powtoon on the Ability of Writing Procedure Texts for VII Class Students of Junior High School 3 Pakkat', *International Journal of Multidisciplinary Research and Analysis*, 04.05 (2021)

reduce the difficulty of the learners. Additionally, it appears that the most common daily activity for students today is watching YouTube. Besides that, the most painful problem for students is unlikely to be their inability to understand or boredom with the material they must learn. The idea above is also supported by a news article written by CNN Indonesia, stated that youtube becomes the King of Social Media in Indonesia, Accessed by 94 Percent of Citizens and the most YouTube accounts with 90% of youtube users between the ages of 18 and 34 using the platform at least once per week. Due to the wide age range of YouTube's user base, its users tend to be young, educated, and experienced⁷.

B. Research Question

The Research question for this study is based on the context of the study that was previously explained in the paragraph above, namely:

How is the grammar used in the Powtoon-based ELT content uploaded on YouTube?

C. Objective of Study

The goal of this study, based on the study question, is to:

To analyze how the grammar is used in Powtoon-based ELT content uploaded on Youtube.

⁷ "Youtube Jadi Raja Media Sosial Di Indonesia, Diakses 94 Persen Warga," accessed September 7, 2022, <https://www.cnnindonesia.com/teknologi/20220610164924-192-807472/youtube-jadi-raja-media-sosial-di-indonesia-diakses-94-persen-warga>.

D. Significance of Study

The following individuals are anticipated to benefit from the study's findings:

1. For the readers:

To give information to people who want to learn more about the types of grammar used in ELT videos made with Powtoon uploaded on YouTube. Additional information explains the phenomena of using media to learn the English Language in several accounts that focus on this topic.

2. For the students:

To give information concerning the use of YouTube, which can be used not only for entertainment but also to get students more interested in learning outside of class.

3. For the researchers:

Findings from this study can serve as a roadmap for future academics interested in a similar topic. The grammar used in various aspects, such as cognitive grammar, construction grammar, and lexical functional grammar, may be used as a past study of their study, for example, to look for differences that the current researcher has not yet covered, or it may serve as the basis for reviewing and validating the result of this study.

E. Scope and Limitations of Study

Focus of this research is on the grammar of English in Powtoon-based ELT content that has been uploaded on Youtube, such as in these two channels like "New Model for Learning English" with Limitation just in grammar aspect with more than 10 thousand likes and in the span of forty eight months in accounts' channel.

F. Definition of Key Terms

Quite few terminologies will be used frequently in this study. The researchers decided to make it into key terms with operational meaning for this study as a result. They are:

1. English Language Teaching (ELT).

The practice of teaching English to non-native speakers is known as English Language Teaching, or ELT⁸. Formally, ELT is found in educational settings such as schools and English courses.

In this study, ELT is content about English Language Teaching that is made using Powtoon and uploaded in several Youtube Channels such as "New Model for Learning English," "Go English" and , "Puppi Channel"

⁸ "ELT," *TeachingEnglish*, accessed September 7, 2022, <https://www.teachingenglish.org.uk/article/elt>.

2. Powtoon

Powtoon is one example of a technologically based medium that might be utilized in English Language Teaching. As a cutting-edge form of media, Powtoon has the potential to stimulate kids' curiosity about and excitement about learning, especially in writing activities⁹. Media created in Powtoon may be used to encourage students to write and to spark new ideas in them. Students can use Powtoon as a brainstorming tool before writing their paragraphs. Powtoon is a type of YouTube animation used in the classroom to help students improve their writing skills.

3. Youtube

We can say that YouTube is an effective form of media because it has many videos that can help us teach in a classroom.¹⁰. The use of YouTube as a teaching tool for the English language plays a primary role in assisting students in comprehending the English instruction they are receiving.

In this study, since almost all students now own a smartphone and a Youtube channel, one of the social media platforms that they

⁹ Fauziah, A. S. N., Friatin, L. Y., & Surahmat, A. "Teaching Media Powtoon" to Assist Students' Writing Narrative Text". *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(4), (2021): 416-422.

¹⁰ Dwi Heriyanto, "The Effectiveness of Using YouTube for Vocabulary Mastery," *ETERNAL (English Teaching Journal)* 6, no. 1 (2015).

can use for studying outside of the classroom is Youtube. We can download Youtube programs from the Google Play Store and the Apple App Store.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted fully to the previous theories that become this research's guidelines in searching for the research gap. Thus those previous studies are able to become a starting point used by the researcher in this study

A. Theoretical Framework

1. Powtoon-based ELT Content

PowToon is a web-based application that enables users to create animated presentations with a natural and logical flow by utilizing a broad variety of media sources, graphics, cartoons, and animated pictures. It also has student accounts for project-based learning in the classroom. PowerPoint and YouTube are two additional programs that can export PowToon presentations, giving users more options for sharing their "awesomeness." Instead of continuously looking for relevant, pre-made videos, PowToon's user-friendly interface enables teachers to create their own presentations that fulfill the requirements of their students. Therefore the use of powtoon helps students to stimulate their brainstorming ideas and enables students to use higher order thinking.

The transition from abstract ideas to concept mapping in the language classroom is very important, given how important it is to be able to speak

English well and how much technology is a part of the learners' daily lives. Engaging students who already have managed to give up toward learning English as a foreign language in public schools requires careful planning in order to appeal to different ways to learn and boost motivation. PowToon should offer a different kind of media to help teachers design engaging lesson plans that cover both visual and auditory learners.¹¹

2. Grammar Used in ELT Content

One of the essential language skills for students who learn English as their target language is English grammar. Even though learning a second language demands a concentration on a number of language abilities, People who are learning a second language or a foreign language often put a lot of weight on knowing and using the grammar of the target language correctly. Mbaleka and Austin believe in the continual pursuit of effective or efficient methods of teaching or studying English Grammar by curriculum specialists, teachers, and students of English as a second language (ESL) and English as a foreign language (EFL).¹²

Chowdhury's study into students' attitudes toward grammar, focusing on PYP (Preparatory Year Program) students in particular, shows that Because grammar drill is the most popular method of instruction in schools today,

¹¹ Charbel Semaan and Nour Ismail, 'The Effect Of Using Powtoon On Learning English As A Foreign Language', 5.(2018)

¹² S. Wa-Mbaleka and V. Austin, "Focus on Grammar: An Integrated Skills Approach Series," *The Asian EFL Journal* 10, no. 3 (2008): 240–41.

students lack the innate motivation to study foreign languages.¹³ The main reason grammar is taught in language classes is to help students improve their language skills, especially their speaking and writing. Additionally, students should learn grammar in order to produce appropriate and accurate sentences or utterances. It is the fundamental perseverance of grammar instruction. As much as possible, students should study grammar with the specific intention of using their grammar in spoken and written communication. Perhaps a better strategy would be to view grammar as one of the many tools available to us in the English language that facilitate communication.

3. YouTube Videos as a Form of Instructional Media

YouTube is a video-sharing website that offers countless video content. The ability to watch, download, and share videos are provided by YouTube. YouTube lets people post videos, add tags that fit the content of the videos, describe the videos, leave comments on the videos, subscribe to their favorite YouTube channels, look for other videos, watch videos by typing in the title or a keyword, make video reactions, and more. YouTube videos that promote learning are known as educational videos. Considering that it gives educational video resources through the use of communication and information technology, YouTube is regarded as a type of open educational

¹³ M. H. Chowdhury, "Teaching Grammar in the English Language Classroom in Saudi Universities," *Express, an International Journal of Multidisciplinary Research* 1, no. 1 (2014): 1–9.

resource (OER).¹⁴ The term "open educational resources" refers to a broad category of digital resources that may be used by teachers, students, and researchers at any level of education. Because they are part of the category of open educational resources, which are made up of documents and media that provide free information and materials through communication and technology, educational YouTube videos are therefore appropriate for teaching and learning. So as to facilitate learning material, teachers and others can use tutorials on YouTube that can be used for education. The knowledge, information, and materials associated with educational resources that are provided by educational YouTube videos are, above all, useful to teachers, students, and a wide range of other people.

PREVIOUS STUDY

Researchers avoid unnecessary repetition in order to avoid duplication. Several previous studies relevant to this topic have already been conducted. The first previous study is from Devita Wafirotul Afkar with the title "A Powtoon Media Analysis for Teaching English Composition to Junior High School Students", This study's main objective was to Check out how the Indonesian students at the Junior High level are using Powtoon to learn and practice English composition. The results show that the six

¹⁴ Mariana Martinho, Marta Pinto, and Yuliya Kuznetsova, "Scholars' YouTube Channels: Content Analysis of Educational Videos," *Internet Latent Corpus Journal* 2, no. 2 (2012): 76–90.

Powtoon videos used to teach junior high school students English writing are effective.¹⁵

The second previous study was done by Dwi Heriyanto, entitled “The Effectiveness of Using Youtube for Vocabulary Mastery”, the finding of this study is that There was a statistically significant effect of YouTube on how well the students picked up new words. According to the findings of the study, the students view the use of YouTube in their classrooms positively. The results also showed a clear improvement in the students' vocabulary proficiency. The findings' implications are discussed concerning teaching and learning foreign languages.¹⁶

The third previous study was done by Marcelo Humberto , entitled “Conclusion Of Research Named Incorporating Powtoon As A Learning Activity Into A Course On Technological Innovations As Didactic Resources For Pedagogy Programs” the finding of this study is showing that their enjoyment of the Powtoon video, all of the students were extremely happy and engaged in the lesson. They remarked on the interactiveness of the video's images and colors, as well as its enjoyable music and narrator. The Powtoon videos' images and some of their vocabulary were already familiar to them. They frequently encountered the items shown in the video

¹⁵ Devita Wafirotul Afkar, ‘An Analysis Powtoon as Media for Teaching English Writing for Junior High School Students’ (UIN Sunan Ampel Surabaya, 2019).

¹⁶ Heriyanto, Dwi. "The effectiveness of using YouTube for vocabulary mastery." *ETERNAL (English Teaching Journal)* 6, no. 1 (2015).

in their daily lives, and by watching the Powtoon videos, they learned the English for those items.¹⁷

The fourth previous study titled “The Effect Of Using Powtoon On Learning English As A Foreign Language” by Charbel Semaan and Nour Ismail, aimed to test the effectiveness of whether the students studying English as a second language might benefit from utilizing PowToon in their lessons

The fifth previous study was done by Mariana Martinho, Marta Pinto, and Yuliya Kuznetsova entitled “Scholars’ YouTube channels: content analysis of educational videos” this study looks at the YouTube channels of three academics, Dave Cormier, Wendy Drexler, and Michael Wesch, whose study focuses on how technology can help students learn. The focus of the analysis is on those videos that each scholar uploaded to YouTube and labeled as "education". Overall, the results show that scholars who have a personal channel or a channel that is officially linked to the university share videos that they made as part of their work as scholars. Some of these videos are even owned by the university. All of the videos talk about similar concepts and ideas about how to use and integrate technology in education, but they do so in different ways.¹⁸

¹⁷ Marcelo Rioseco, Fraño Paukner, and Bruno Ramírez, “Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs,” *International Journal of Emerging Technologies in Learning (IJET)* 12, no. 06 (June 27, 2017): 120.

¹⁸ Mariana Martinho, Marta Pinto, and Yuliya Kuznetsova, “Scholars’ YouTube Channels: Content Analysis of Educational Videos,” *Internet Latent Corpus Journal* 2, no. 2 (2012): 76–90.

This study analysis and earlier study are related because both concentrate on using media to teach English. The difference between this analysis and the previous study's analysis is that no one analyzed the grammar used in Powtoon-based ELT video content uploaded in Youtube. The data collection process and analysis techniques in the current study is unique to its specific objectives. For instance, this study involve analyzing video scripts, subtitles, or spoken language in the Powtoon videos. Previous studies might have gathered data from textbooks, classroom interactions, or online platforms.

CHAPTER III RESEARCH METHOD

The research design is presented in the beginning, followed by the scope of this research, the time and place subject settings, the data and source of data, the instrument used in obtaining data, and finally data analysis which is further increased in later pages. This chapter contains the discussion of presented data.

A. Research Design

This study aims to explore the grammatical usage in ELT materials uploaded in YouTube. This study uses qualitative study because the researcher wants to gain insight into the topic. It also supports Creswell's claim that investigating or understanding a subject requires a qualitative study approach. Creswell claims that qualitative study can be used to provide a broad explanation for attitudes and behavior because it includes variables, conceptions, and hypotheses. Given the previous objectives, a qualitative study

is suitable because the subject the researcher chooses requires in-depth investigation and justification.¹⁹

This study focuses on the grammar used in Powtoon-based ELT content that have been posted to YouTube. Because the grammar used in Powtoon-based ELT content requires in-depth explanation, the researcher will use qualitative study to study it. The data will be collected from a wide variety of YouTube channels that provide grammar lessons for English language learners. The selection of the contents was made because they provide information about the topic.

B. Research Subject and Setting

This study uses content analysis because the study analyze the Powtoon-based ELT content uploaded to YouTube, the study subject is grammar-based content in several channels chosen by the researcher, the study subject was chosen because it contains highest substance and is most relevant to the topic of the study where grammar will be analyzed.

The most important parts of doing a study are getting data and sources of data so that you can answer the study questions. Content analysis of several Youtube Channels was used to collect data on the grammar used in Powtoon-based ELT content uploaded to Youtube. The data obtained through analysis of content that contains ELT content.

C. Research Instruments

¹⁹ John W. Cresswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research," *Lincoln: Pearson* (2012).

In this study, the researcher uses content analysis as the instrument to answer the study question.

Content Analysis

The researcher will analyze some contents as the topic of this study, the contents will be gathered from various Youtube channels. The platform will be used by the researcher to respond to a study question about the grammar used in Powtoon-based ELT content that has been uploaded to Youtube. Then, the Powtoon-based ELT's contents can be properly analyzed.

D. Data Collection Techniques

In order to learn more about the topic, this data collection strategy emphasizes examining relevant Powtoon-based ELT content videos. This method examines some Powtoon Based ELT content that has been posted to various Youtube channels. This content analysis focuses on the grammar used in Powtoon-based ELT content on YouTube. Therefore, the goal of content analysis is to respond to the study question regarding the usage of grammar in Powtoon-based ELT content posted on YouTube.

In order to acquire data, the researcher started by looking at the YouTube Channel's content. The researcher then analyzed for any connections that might relate to the topic of this study. The information was then categorized and organized in a particular order. After that, the method moved on to data analysis with the objective of looking at the data materials

found in the Youtube channel that include grammar used in Powtoon-based ELT content.

E. Data Analysis Techniques

When analyzing data, the researcher uses qualitative analysis. According to Donald Ary, the study involves reducing and organizing the data, synthesizing, searching for significant patterns, and determining what is significant. Organization and familiarization, codification and reduction, interpretation and representation are frequently the three stages that the analysis can be finished in.²⁰. The analysis methods used in the study are explained below:

1. Collecting the Data

At this point, the researcher collects information by downloading Powtoon-based ELT YouTube videos from the "New Model for Learning English" and "Olivio Sanchez" Channels.

2. Organizing and Transcribing Data for Analysis

The researchers selected and collected key points showing how grammar is used in the content considering grammar throughout the organization and transcription of data for analysis.

3. Reading all the Data

²⁰ Donald Ary et al., *Introduction to Research in Education* (Cengage Learning, 2013).

The researcher reads the previously sorted and transcribed material once it has been prepared in order to gather as much information as possible.

4. Applying a Coding System to the Data

The researcher reviews the data in this step using a checklist. Additionally, the researcher decides which information or data should be reduced and which should be kept at this point.

5. Interpreting the Findings

The last step of the study is to provide a summary of the study findings.

F. Validity and Reliability

The results of this study needed to be validated after the data had been analyzed. There are three techniques to validate the findings based on Creswell's triangulation, content checking, and auditing in order to qualify the quality of the data. The triangulation method is used to assess the data's accuracy. In triangulation, content analysis and the transcript are combined. Because this is a credible study, the times, place, investigator, and data collection methods had to be considered..²¹

The stage of study was described in this section. This section is essential for outlining the study's methodology and how it was transformed

²¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative*, vol. 7 (Prentice Hall Upper Saddle River, NJ, 2002).

into a successful study study. This study was carried out in the following stages:

1. First, The study topic and title for this study were developed by the researcher based on current developments in English Grammar Teaching Powtoon-based ELT content video on YouTube.
2. Secondly, To gather data, the researcher observed and looked at the grammar in Powtoon-based ELT content that was uploaded to YouTube.
3. Next, The researcher looked over the data that has been gathered from content and observation analysis. Then, the researcher assesses the data in according to the theories to come up with an answer to the study question.
4. The last step,
The researcher reported the investigation's findings and outcomes based on the data collected for this study.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is presented to deliver the research findings, and discussion. It is divided into two parts: the finding and the discussion. The findings are explained through the result of this research, while the discussion revolves around the researcher's explanation of the finding and the related topic from existing theory. The following are devoted to this research's question presented in chapter 1.

A. RESEARCH FINDINGS

The results of analysis will be presented in table graphics. The findings are displayed using narrative explanation and images. Before moving on to the analysis, it is important to note that the researcher collected roughly 5 videos from 2 YouTube channels: New Model for Learning English and Olimpio Sanchez. Fortunately, English subtitles were added to these videos to help viewers who are not native English speakers comprehend the material. Researcher were able to obtain the written transcript from the caption of each video, and then examine the grammar applied.

1. Conditional Sentence Analysis

There are two parts to a conditional sentence: the "if-clause" and the "main clause." Scholars and grammarians have said that conditionals are a hard part of the English language for both teachers and students to learn. The two parts of a conditional sentence, as well as their form, mood, and meaning, could be thought of as the hardest part. Some non-native speakers also don't know enough about how conditional sentences work in English and Spanish, so they tried to answer problems in their second language by using their first language. The goal was to look at how conditional sentences were used in these five Powtoon-based ELT lessons²². The results showed that type three conditionals sentence is the hardest things for students to

²² Sadam Haza' Al Rdaat and Sheena Gardner, "An Analysis of Use of Conditional Sentences by Arab Students of English," *Advances in Language and Literary Studies* 8, no. 2 (April 30, 2017): 1.

understand and use. This is because they aren't used very often in these videos.

Variable	Conditional sentence 1	Conditional sentence 2	Conditional sentence 3
Video 1 : “Describe Your Character and Personality in English” https://youtu.be/URGVtGfoXvI	<ul style="list-style-type: none"> ● If you don't like communication, you will be an introvert ● If you love communicating with other people you will be an extrovert ● If you are relaxed in your attitude or manner you will be a positive optimistic ● If you know what you want and intend to reach your goals you will be determined ● If you care for other people you will be an altruistic person 		
Video 2 : “Difference	<ul style="list-style-type: none"> ● If you watched my old video you 		

<p>Between Used To and Be Used To” https://youtu.be/7LWvMXsG0bE</p>	<p>will have more details</p>		
<p>Video 3 : “Lesson 2 Compara tive and Superlati ve” https://youtu.be/wLaiF_bVpI</p>	<ul style="list-style-type: none"> • If the adjective is too long more than two syllables then you will have a reduction of comparatives and superlatives 		
<p>Video 4 : “How to Compare Things In English Compara tive Adjectiv es”</p>	<ul style="list-style-type: none"> • If the adjective has only one syllable, we will have the comparative form • If the adjective has a short vowel and a consonant at the end we will 		


https://youtu.be/vj3SbCwQd9I	have double consonant • If it's a 2 and more syllable adjectives we will have the word more before the adjective		
Video 5 : “Count and Non Count Nouns” https://www.youtube.com/watch?v=Fw9wm1Di8mA		• I really hate Halloween there might be monsters outside oh I could die if I go out tonight	• If I had lots of money I could quit this job I would travel the world now

Table 4.1 Conditional Sentence Analysis

The data analysis revealed that from these 5 videos matched not all of the conditional Sentence type criteria (Table 4.1). These sentences have been validated according to the English grammatical structure, indicating that they are grammatically correct. Over 80% of all Conditional Sentence instances in the five videos were of type 1 , 10% type 2 and 10% type 3

2. Adverbs

Even though an adverb or adverbial word group can be in the beginning, in the middle with the verb, or at the end, not every type of adverb can be in all three places. Adverbs can be thought of as the words that give the sentence sense. Adverbs are words that tell how, where, when, how, and how much something is done or happens. Adverbs are usually easy to spot because they usually end in -ly, but there are a lot of adverbs that don't end this way. Adverbs are words that change the meaning of verbs, adjectives, and even other adverbs. It means that an adverb is a part of speech that describes a verb, word, clause, or another adverb. It just tells the person when, where, how, or how much something happened. Adverbs tell what was done or what happened and how it was done or happened.²³

Variable	Adverb of Manner	Adverb of Time	Adverb of Degree
Video 1 : “Describe Your Character and Personalit y in English” https://youtu.be/uRGVtGfoXvI	<ul style="list-style-type: none"> • Understand things quickly 	<ul style="list-style-type: none"> • People usually have a plan for life • Bossy arrogant people usually look down on other people • People usually 	<ul style="list-style-type: none"> • You are quiet reserved shy • If you just waste your money • probably a very reliable • Very economical person

²³ Faisal Mustafa, “THE USE OF PAST TENSE VERBS AND ADVERBS IN STUDENTS’ RECOUNT TEXTS,” *INFERENCE: Journal of English Language Teaching* 4, no. 1 (April 1, 2021): 68.

		have a plan for life	
Video 2 : “Difference Between Used To and Be Used To” https://youtu.be/7LWvMXsG0bE	<ul style="list-style-type: none"> • Well-established ongoing habit • I was used to getting up early 	<ul style="list-style-type: none"> • Now I have decided to make • Now another example I'm used • Now and I was used to go into • This is all for now 	<ul style="list-style-type: none"> • I know the city too well
Video 3 : “Lesson 2 Comparative and Superlative” https://youtu.be/wwLaiF_bVpI	<ul style="list-style-type: none"> • How to properly use comparatives 	<ul style="list-style-type: none"> • Today's lesson we'll be comparing comparatives • my advice for you today is • Let's start now 	<ul style="list-style-type: none"> • Now we're almost done • Just duplicate the last letter • Just say to your friend
Video 4 : “How to Compare Things In	<ul style="list-style-type: none"> • Use the words a little a little bit a bit slightly 	<ul style="list-style-type: none"> • Today the weather is better 	<ul style="list-style-type: none"> • Jack is quite sociable • Mike is very sociable

<p>English Comparative Adjectives ” https://youtu.be/vj3SbCwQd9I</p>	<ul style="list-style-type: none"> • John is slightly younger than Mike • Mike and Kate Jack is slightly more experienced 	<ul style="list-style-type: none"> • Now let's suppose you're running • Now we're almost done 	<ul style="list-style-type: none"> • Mike is not a very good speaker
<p>Video 5 : “Modals” https://www.youtube.com/watch?v=Fw9wm1Di8mA</p>	<ul style="list-style-type: none"> • To ask something gently 	<ul style="list-style-type: none"> • Hope you enjoy the class today's class • This is the end for today • Now I'm going to show you • I would travel the world Now 	<ul style="list-style-type: none"> • I have too much work

Table 4.2 Adverbs Analysis

The adverbs data analysis revealed that from these 5 videos matched all of the adverbs type criteria (Table 4.2). These sentences have been validated according to the English grammatical structure, indicating that they are grammatically correct. Every videos has use the 3 adverbs of Manner , Time , and Degree both orally and written.

3. Videos Used in Analysis

a. Video 1 “Describe Your Character and Personality in English”

In this video uploaded by New Model for Learning English at June 14th 2017 , The data used for analysis are extracted from the video between 00;15 to 05:08. The researchers then identified the following transcript using data analysis.

The first video to be analyzed was "personal information" content, which contained the social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting identity-related information, in accordance with its context of use. The subject matter of language and vocabulary elements pertaining to personality or character; pronoun (subjective, objective, possessive).

This video discusses pronouns (subjective, objective, and possessive), which are linguistic components of fundamental abilities. Some statements use subjective pronouns, like this one: a) "I love talking to other people." b) You're an extroverted, sociable person. c) Your attitude is laid-back. “I” and “You” are utilized as subjective pronouns in the video. In a number of statements, such as the one below, possessive pronouns are demonstrated.



Figure 4.3 Video 1



Figure 4.4 Video 1



Figure 4.5 Video 1

b. Video 2 “Difference Between Used to and Be (Get) Used to”

In this video uploaded by New Model for Learning English at February 28th 2020 , The data used for analysis are extracted from the video between 00:01 to 5:11. The researchers then identified the following transcript using data analysis.

This video provides an explanation of the material titled Differences Between Used to and Be (Get) Used to. Always refers to the past, "Used to" always implies the past. It used to refer to practices, conditions, or facts that were true in the past, but no longer are. Typically, "be used to" is used in the past and present. It refers to the

condition of being familiar with, accustomed to, and comfortable with something. This video contains material explanations and examples presented in conversation format. This video begins with a discussion of the distinction between regular and ongoing action. The examples demonstrate that "I am used to taking the bus to work" can be replaced with "I am used to going to work by bus." Then, this video provides numerous examples of "used to" and "be used to" along with the creator's explanation.

The design of a text can be enhanced by considering various factors such as contrast of colors, font selection, repetition, alignment, and proximity. All of these components can be utilized in Powtoon to create an impressive presentation for effectively conveying the intended material. The researcher observed that the Powtoon utilized in teaching English incorporated a multitude of colors, including those present in the background, text, and overall content, resulting in a vibrant and visually stimulating presentation. The teaching of English generates a high level of interest among students.

Subsequently, the alignment holds significant importance in the Powtoon animation. The alignment comprises a pair of points. The first aspect to consider is the title, followed by the body text. The educator utilized all available points to create a well-designed Powtoon animation. The final aspect to consider is proximity. Proximity refers to the grouping of items in close proximity to one another. The text elucidates the various perspectives pertaining to the subject matter.

Figure 4.6 Video 2

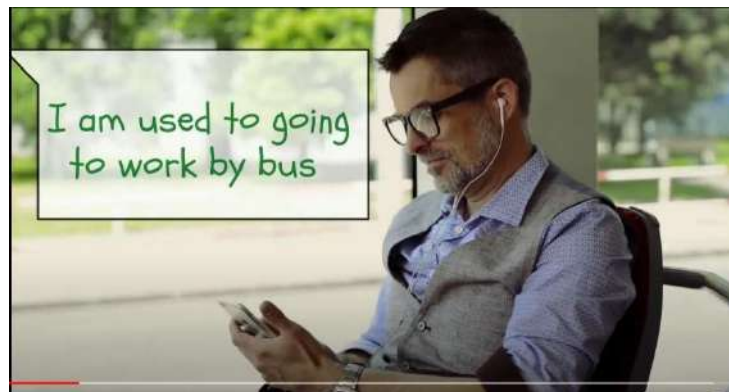


Figure 4.7 Video 2

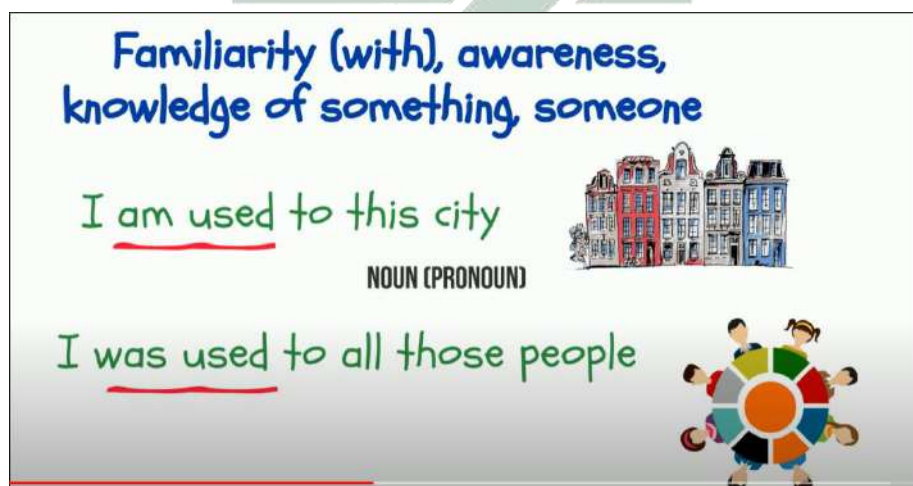
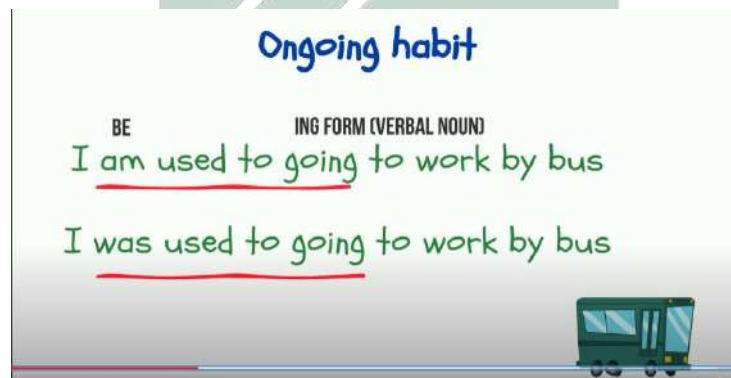


Figure 4.8 Video 2

c. Video 3 “Lesson 2 Comparatives and Superlatives”

In this video uploaded by Olimpio Sanchez English at May 17th 2017 , The data used for analysis are extracted from the video between

00:09 to 04:31 . The researchers then identified the following transcript using data analysis.

The Powtoon animation's content addressed to the purpose of the study, which included running instructional activities that focused on a single material, were organized, and presented at a moderate pace on each slide. Based on the researcher's observation of the video, it can be inferred that the content of Powtoon fits perfectly with the topic of "Lesson 2 Comparatives and Superlatives."

The study's purpose was conveyed through the content presented in Powtoon. The objective of the research is to facilitate students' comprehension of the utilization of Comparatives and Superlatives within sentences. The emphasis on material was evident in the Powtoon presentation, as it primarily relied on textual illustrations, such as the statement "I was born first than my brother. So I am the eldest." The final aspect pertains to the organization of the material. The Powtoon animation provides the student with access to the title, content, and conclusion of the text.

The Powtoon presentation requires adherence to various elements such as color contrast, appropriate font usage, avoidance of repetition, proper alignment, and proximity of text. This video has the potential to exhibit a sense of novelty. The initial aspect to consider is the bright color of the textual content. This video contained a multitude of colors that were present in the background, text, and all other content. The entirety of the text is imbued with color. The subsequent aspect to consider is the font. The video was designed utilizing various visual effects.

This video utilized by a singular point due to the repetition of the previously discussed topic during the preceding video from the channel. The subsequent aspect to consider is repetition. Repetitions within the

temporal domain were not utilized in the Powtoon animation, as it served solely as an illustrative example of the material presented during the previous meeting. As such, no textual redundancies were incorporated in this video.

The subsequent aspect pertains to alignment. The text's alignment is utilized to indicate its positioning. The Powtoon animation incorporated all of the main points, including the title and body of the text. The ultimate objective is to achieve closeness. Proximity has been historically utilized as an indicator of bodily state. The proximity merely denoted the perspective from which the subject was elaborated.



Figure 4.9 Video 3

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Figure 4.10 Video 3

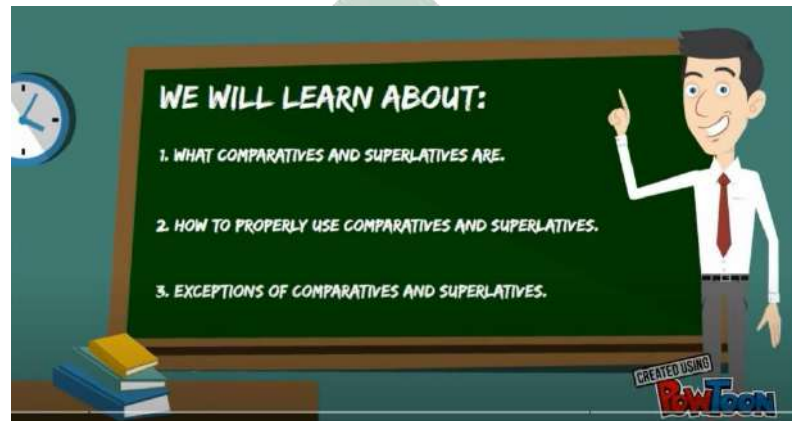


Figure 4.11 Video 3

d. Video 4 “*How to Compare Things in English Comparative Adjectives*”

In this video uploaded by New Model for Learning English at May 14, 2017, the data used for analysis are extracted from the video between 0:00 to 5:27 minutes. Using data analysis, the researchers then identified the following transcript:

In this video, the main discussion is about comparative adjective. The video is titled "How to Compare Things in English." The explanation of the comparison's definition is easy to understand. The definition is the first level of comparison that can be used to evaluate and distinguish between subjects with similar traits in a certain situation. The following example of How to Compare Things in English

is only provided in written format. The following explanation between comparative and syllable adjective is provided in concise.

The final section regarding irregular comparative. In this video, irregular comparative adjectives are those that do not construct comparative or superlative degrees by adding *-er/-est* or *more/most*. (see figure 4.13). This fourth video demonstrates examples of degrees of comparison in accordance with fundamental competence, using text that is brief, simple, and relevant to everyday activities. This video also provides written explanation of How to Compare Things in English so that viewers can comprehend the concept.

The Powtoon has many points that must be completed regarding the text's color, font, repetition, alignment, and proximity preferences. The Powtoon animation could be more current. The first is the text color. The animation observed by the researcher in Powtoon consisted of numerous bright colors, which were present in the background, the text, and the entire content. The entire text is colored. The following topic is font. The Powtoon was designed solely for effect.

The next factor is repetition. There are no repetitions in the video because this is merely an illustration of the material from the previous video from this channel and there is no repetition text in this video. Next, about the alignment. Text's presentational alignment. Thus, the Powtoon animation utilized every single point, which includes the text's title and substance. The use of proximity to signify the state of the body. The proximity merely indicated how the subject's perspective evolved.

COMPARATIVE ADJECTIVES



Figure 4.12 Video 4

IRREGULAR COMPARATIVES

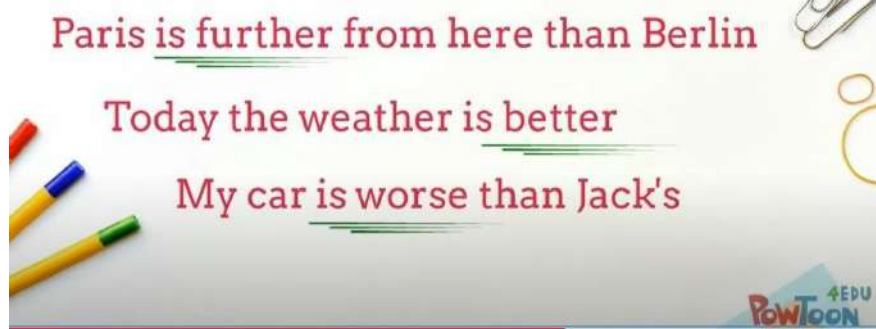


Figure 4.13 Video 4



Figure 4.14 Video 4

e. Video 5 “Lesson 4 : Modals”

In this video uploaded by Olimpio Sanchez at June 10, 2017 , The data used for analysis are extracted from the video between 0:00 to 4:20 minutes. The researchers then identified the following transcript using data analysis.

The content of the Powtoon animation showed the goal of the study, the learning activity, and how to organize and focus on one piece of information. The researcher doing the analysis observed a video titled "Modals." The instructional activity was so easy to understand. Because the text in the Powtoon video is so simple and easy to understand, the viewer will be aware of himself and know what to do.

The focus on the material was so clear because the animation of the Powtoon video focused on giving examples and short explanations of modals like can/could, may/might, and will/shall. So, in the video, the creator asks the watcher to write down an example of modal using the words could and shall. So that the viewer can understand the subject and the topic of the subject, the Powtoon was made as well as possible for the viewer.

In this video , the main discussion is about meaning of "Modals". In this material has several explanations namely, definition, goal and the generic structure. As usual, the explanation of what modals are and how they work has a translation, which makes it a full explanation of what modals are. The next part is about the meaning of modals. The explanation of the purpose of modals is to show if something is certain, possible or impossible. Next is the description about different kind of modal, There are two kind of modal which is the first for permission and the second is for request / obligation. The next is about the example of modals. This modals example is can-could, may-might, will-shall, would-ought, should-have-to, and must-have-to.

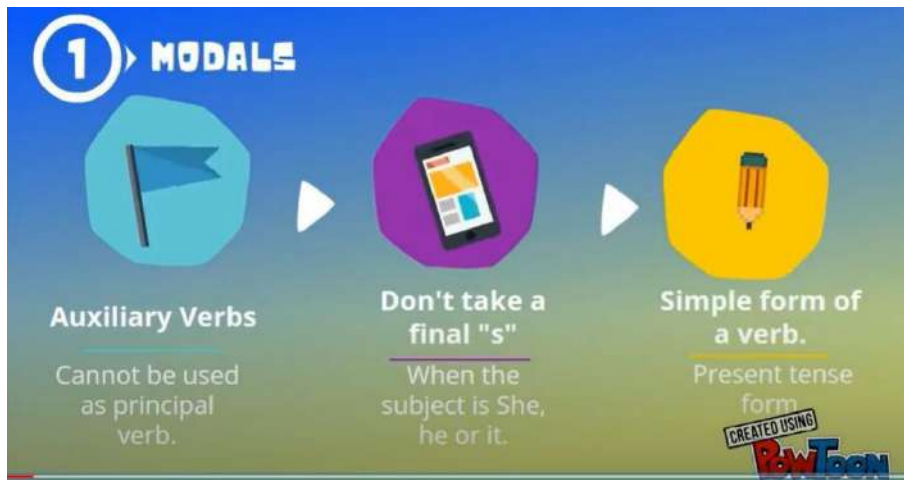


Figure 4.15 Video 5

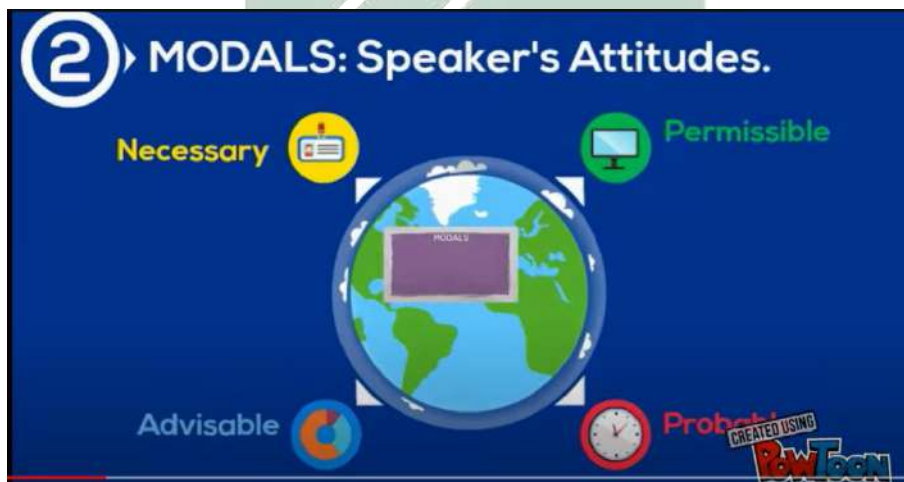


Figure 4.16 Video 5



Figure 4.17 Video 5

This research result from the transcript and analysis of the 5 videos from New Model Learning English and Olivio Sanchez Channels. I think the result can answer the research question above and in this research result can made us to know what kind of discourse the grammar used by both of the youtubers in the videos.

B. DISCUSSION

This part talks about the discussion based on what the research found. The discussion centers around one study question; “How is the grammar used in the Powtoon-based ELT content uploaded on YouTube?” based on the findings of an analysis of the grammar used in an ELT video created with Powtoon and posted to YouTube. There were certain topics that merited more discussion. The background, literature, research findings, and all of the content generated in this study are included in the discussion of the research that explains how to define a point of view. The discussion's sole goal is to clarify matters for both the study's reader and researcher. As a result, the researcher provided several theories relevant to the issue. The research question's discussion, which was compiled from its research questions.

1. The Grammar Used in Powtoon-Based ELT Content uploaded in Youtube

Overall, the ELT content created with Powtoon and posted to YouTube both by “New Model Learning English” and “Olimpio Sanchez” displays a high level of grammar accuracy. However, a few inaccurate examples imply that content creators could benefit from more thorough editing and proofreading procedures. Although the content is appropriate for the target audience, more attention could be paid to clearly and simply explaining complicated grammatical structures²⁴.

According to the findings, YouTube video creators who speak English as a second language frequently exhibit a high level of linguistic

²⁴ Ainatul Abdul Rahim et al., *Digital Government: Making a New Digital Malaysia*, 2019.

competence. Despite the fact that their accents can differ, their pronunciation is usually audible and understood. Grammar, coherence, and arrangement are all given careful consideration, contributing to the content's high quality. The researcher discovered that some creator can have trouble with idiomatic terms, cultural allusions, and slang.

The "Olimpio Sanchez" YouTube channel's video makers, who utilized English as a second language, are significantly improving the channel. He contribute distinctive viewpoints and ideas that enhance YouTube's variety of content. The use of idiomatic terms and cultural allusions that are not frequently covered in language lessons, however, may provide difficulties for creators. This can make it more challenging for viewers to comprehend the information.

The five videos included in this study's findings can be considered to be high-quality media. The five videos demonstrate excellent grammatical use in their works²⁵. For instance, the first English video on describing character and personality discussed collecting concise texts that provide information about personality while paying attention to grammatical aspects that are correct and appropriate for the situation. In this video, language components related to pronouns (subjective, objective, and possessive) are discussed.

The outcome of this study's analysis of the Powtoon films meets the standard for high-quality media with few grammatical errors that clearly demonstrate the presence of text, graphics, and vocal or sound audio recording. First, it discusses personality identification in video 1, then discusses the distinction between used to and be (get) used to in video 2, then compares and superlatives in video 3, compares things in English using comparative adjectives in video 4, and finally discusses modals in video 5. The following criteria concerns the appearance of

²⁵ Devita Wafirotul Afkar, "An Analysis Powtoon as Media for Teaching English Writing for Junior High School Students" (PhD Thesis, UIN Sunan Ampel Surabaya, 2019).

visuals in videos 2 and 5. Followed by pictures of students used to riding buses to school in video 2, and pictures of a family contemplating future probabilities are shown in video 5. The final criterion concerns spoken audio.

There are two different types of sound in this Powtoon film, either in the form of instruments or voices. Voice over is used in Powtoon videos 1, 2, 3, 4, and 5 in the early part of the animation. Videos 4 and 5 are examples of videos that use instruments. A video presentation is created by combining these elements into one medium. Videos with animations that increase students' interest in the subject material. New media is a very effective teaching tool because it has the potential to improve classroom instruction and explore new knowledge. The media affects learning in the classroom in a variety of ways, such as improving student engagement and serving as a tool for comprehension of classroom subject.²⁶

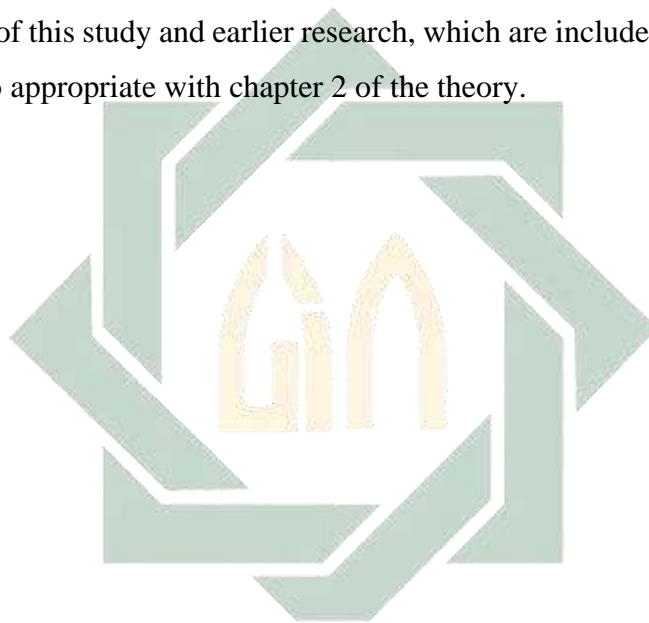
It is clear from the discussion above that the grammar in the Powtoon-based ELT videos uploaded to YouTube was effective for learning English. It was noticeable by the few grammatical mistakes that were found in the five videos that were studied. These aspects all have positive analyses. It was comparable to a prior study by Faris Ali about the use of Powtoon videos in the classroom. In a prior study, it was discovered that media can improve students' vocabulary skills and comprehension of English teaching and learning.²⁷

The use of proper grammar is the most widely used teaching strategy in schools today, according to additional study. Grammar is mostly taught in language classes to help students in developing their language skills, particularly their speaking and writing. It originates from

²⁶ Rioseco, Paukner, and Ramírez, "Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs."

²⁷ Faris Ali Ghafi, Ghafi. "The use of Powtoon as medium for teaching english at the ten grade at SMK Al-Mas' udiyah Pramian Sampang." PhD diss., UIN SUNAN AMPEL SURABAYA, 2019.

Chowdhury, Jayan University, which conducts research for the Preparatory Year Program. It examines the efficiency of the language employed in Powtoon as a medium for science instruction, with the finding that Powtoon motivates students to learn well since the animation is so captivating to them²⁸. Additionally, this earlier study's findings indicated that students found Powtoon's English-learning features to be interesting. This indicated that the study's findings—that Powtoon is understandable due to its proper use of grammar—were also true. The results of this study and earlier research, which are included in chapter 2, are also appropriate with chapter 2 of the theory.



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²⁸ M. H. Chowdhury, "Teaching Grammar in the English Language Classroom in Saudi Universities," *Express, an International Journal of Multi-Disciplinary Research* 1, no. 1 (2014): 1–9.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the findings and conclusions of the research, as well as the researcher's recommendations, which are as follows:

A. CONCLUSION

In conclusion, the analysis of the grammar used in Powtoon-based ELT materials uploaded to YouTube has provided valuable insights into the types of grammatical structures and errors frequently encountered in these types of videos. This research revealed that the videos contained a variety of grammatical structures, ranging from basic to advanced, and that the overall quality of the grammar was considered to be appropriate. Nonetheless, subject-verb agreement and the use of prepositions were also found to be problematic in the videos.

Additionally, the study emphasizes the significance of ensuring that ELT content creators are proficient in English grammar and are aware of common errors and how to avoid them. In addition, this research suggests that content creators should consider the language proficiency level of their target audience and modify the complexity of their grammatical structures accordingly.

Overall, this research can serve as a useful guide for content creators and educators who wish to create engaging and effective ELT videos using Powtoon. By understanding the common grammatical structures and errors found in these types of videos, content creators can better tailor their content to their audience's requirements and develop more effective and engaging instructional materials.

As described in the section on research findings and discussion, there are significant aspects regarding the grammar used in Powtoon-based ELT videos uploaded to YouTube. This study applied qualitative research methods. The research was conducted using five Powtoon-based ELT videos uploaded by both separate Channels. The purpose of this study is to

investigate the grammar used in Powtoon-based ELT videos uploaded to YouTube. The grammar analysis of the Powtoon-based ELT videos revealed the existence of five videos with credible grammatical structure. The suitability of the videos, the subject matter, and the grammar can be determined based on media quality standards. The criteria it displays from learner verification, learning purpose, and content. The content consists of text, pictures, and transcripts. The results of this Powtoon-based ELT video analysis indicate that Powtoon videos are suitable for use as ELT learning media because they are lack of grammatical errors and easy for students or the viewers to comprehend.

B. SUGGESTION

1. Teacher

Based on the findings of this study, Powtoon video can be used as an instrument for classroom learning activities, particularly when teaching ELT using YouTube media. In this study, the researcher gathered videos that corresponded to the essential skills for acquiring basic English. The teacher can either obtain Powtoon videos from YouTube or create their own using the Powtoon application. First, taking Powtoon videos from YouTube must also consider the criteria of good media, so that the content shown to students is in line with the objectives and learning materials. The criteria used to select videos that can be used as learning media are the video's introduction, content, and material. Teachers can also create their own Powtoon videos. The teacher can input material in accordance with what will be taught in class, as well as assist students with subjects they find challenging by selecting animation based on the topic of the material.

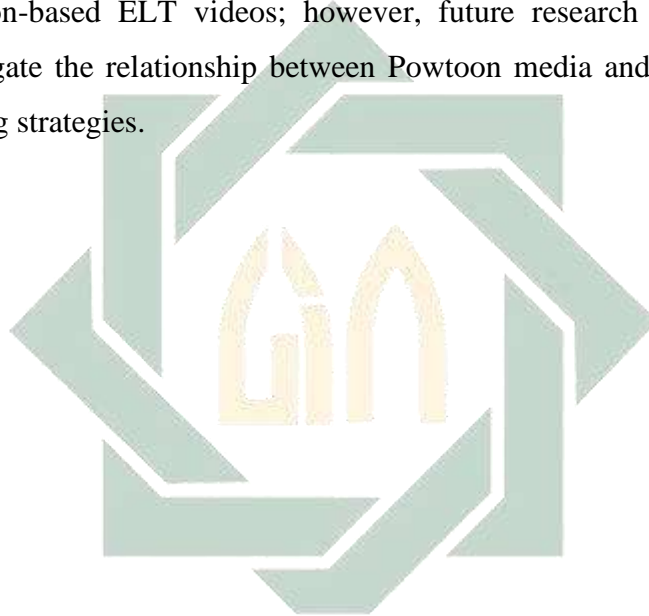
2. Students

Powtoon videos are media that can inspire creativity and imagination in students due to their engaging animations. Students'

learning motivation can be increased by Powtoon videos, allowing them to generate ideas for learning products. Students can freely and repeatedly play Powtoon videos from YouTube during learning activities not only in class, but also outside of class and at home.

3. Further Researcher

For additional researchers interested in the same medium, namely Powtoon video animation. This study focused on the grammar used in Powtoon-based ELT videos; however, future research may need to investigate the relationship between Powtoon media and teaching and learning strategies.



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Appendix 1

Script 1