The Use of Powtoon as the Learning Media in Teaching English in Elementary School

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Abstract

The technology-based learning media is one of the essential media in the learning nowadays. Powtoon application is one of them that can apply by the teacher in conveying the material. Powtoon is an application where the creator can make the video look good, fun and attractive. On the other hand, it also more effective to operate. Powtoon can have a tremendous influence on the student's motivation in learning and help teachers in delivering the material in the classroom. Powtoon can be used on all levels of education, especially at the elementary school level, because Powtoon can attract students' attention and motivate them at the same time. This study aims to identify and share theoretical concepts and pedagogical practices of using Powtoon as the media for learning English at the elementary school level. This study used library research methods in obtaining the information which related to the utilization of Powtoon application on students and teacher's self-development in elementary schools.

Keywords: Powtoon, Learning Media, English, Elementary School

Introduction

English is an international language used in almost all countries in the world. It is influenced by the significant level of development and users of English in this modern era (Rao, 2019). English is used in various fields, such as education, business, tourism, etc. People who learn English also come from various ages, ranging from children to adults. In education, especially in Indonesia, English is a compulsive subject that given beginning from primary school until the college level. According to Aydoğan & Akbarov (2014) there were four primary skills that must be mastered in English are as follows, listening, speaking, reading, and writing, they also stated each skill is related to other. This correlation makes learning English as an integrated learning; however, tools are needed to support the mastery of these four skills in the learning process.

Media has a vital role in supporting the success of learning. Based on Arsyad (2011) in the term of education, media can define as tools to achieve learning goals. Learning media is a tool to convey the material clearer, effectively, and efficiently (Nurrita, 2018). However, along with the times, the patterns of the 2013 curriculum in Indonesia have changed the media use; it transformed

into technology-based learning. The policy of this curriculum makes teachers and students required to use technology in learning. Coupled with the covid-19 situation that emerged in early 2020, face-to-face learning was shifted to online learning, where students and teachers used handphones and laptops as supporting tools. According to Shank & Wisnu (2005) combining visual and audio can be an effective technique, it can help the audience receive the information. It also can impact to young children, it supported by Lee (2015) who states that children or young learners are the ones who use technology more often as the dominant activity in playing time, so the use of technology as a medium for learning is very appropriate for children. One of technology media can be used is Powtoon application. Video-based learning such as Powtoon can make students understand the subject matter better (Turgut & Irgin, 2009). According to Adnyani et al. (2020) Powtoon is an animation software that can create professional-looking animated videos. The use of Powtoon is very user-friendly; Powtoon users do not have to download the application because it can access through the web browser; other advantages of this application is easy to use for beginners. The convenience provided by Powtoon is the users can edit some templates, so they can use their creativity to make a creative video.

Some studies have argued the effectiveness of using Powtoon in learning. Jabir et al. (2021) conducted a study which used an experimental design in determining the impact of using PowToon to the students' motivation. The study results indicate that the utilization of PowToon has a necessary impact in increasing students' motivation. However, the use of PowToon must continue to be balanced with the creativity and innovation of the teacher. In line with two previous studies, a similar study has been done by Ningsih (2021) she had applied Powtoon application in teaching recount text. The results showed that applying PowToon in the class can make a comfortable classroom, increase students' motivation and independence, and increase teacher creativity. Another research from Anita and Kardena (2021) who find out the using of Powtoon can increase student's writing skills. According to Suprianti (2018) teachers only use conventional media and techniques in teaching vocabulary, such as using handbooks and asking students to memorize. As a result, students do not feel interested and compelled to use technology in the learning process. Powtoon videos can be one of the right solutions to the problems experienced by students and teachers.

Teaching media is a substantial part of teaching and learning process. It is important for teacher to know the use of the teaching media in increasing students' English skill. Particularly for the use of animation-technology-based learning, which can assist teachers in explaining the subject matter. Although there have been many media uses in the classroom, many teachers still do not know the use of animation technology-based media in their classrooms, even though several studies have been related to this topic. Therefore, this study was conducted to analyze the use of Powtoon at the elementary school level by observing the studies that previous researchers have carried out. This research analyzes various sources and links previous studies to obtain deeper information. This paper was sourced from several studies and articles related to the topic.

Method

This study was used the library research method. The data was getting from the library resources (Zed, 2004). The research design sources from books, journals, or articles; the process

of getting the data related to collecting data, reading, recording, and processing the research materials. In this research the criteria of article that used as the source of data is research journal article in getting the finding. According to the aim of this research, qualitative descriptive analysis was used as the framework in this study. Lambert & Lambert (2012) and Rukminingsih et al. (2020) stated that qualitative descriptive analysis aims to summarize as a whole and broadly either from a particular individual or group. They and several other researchers also argued that qualitative descriptive is a kind of research that is feasible and acceptable for qualitative design. The research data used in this paper is taken from secondary data, including articles, journals, and books related to the research topic. Thus, this study does not involve any participants in achieving the research results considering that this research was based on the library research method (George, 2008).

The data in this research is collected by using the documentation analysis method. According to Bowen (2009), the documentation analysis method is a structural procedure in evaluating the documents in printed or electronic form; he also argues that the data is examined and interpreted to gain understanding, meaning, and knowledge. In this study, the data used were obtained from online internet media in articles, journals, and books. The researcher uses the document analysis method with descriptive qualitative research. Bowen (2009) also explained that using the document analysis method would be more efficient in collecting data. The data analysis of this research uses the descriptive method, which is the researcher describes and interprets the data sources. The researcher skims and reads the process from the source's data then interprets the understanding of the text. The data were analysed based on the steps as follows:

1. Reading the data sources from several researches and notes or understanding of each data source. In the reading process, the researcher uses several prior studies which related to the topic; the researcher also notes and understands the studies and the results and conclusions of these studies.
2. Analyze the data sources to find the finding and conclusions of the data.
3. Making a conclusion based on the data analyzed from sources.

Findings & Discussions

Animation and technology-based learning can be very exciting in supporting the learning English process. The utilization animation & technology-based learning is also consistent with the learning situation during this COVID-19 pandemic. Several studies have examined the use of Powtoon as an animation and technology-based learning, which stated a positive experience of teachers and students in learning English. According to Adnyani et al. (2019) the use of Powtoon in learning English in grades 1-6th in elementary school shows good responses from the teacher and students; the teacher is facilitated by new media, and students can enjoy the learning process. Similar research has been carried out by Suprianti (2020) through Powtoon as learning media; it is beneficial for teachers in gaining new knowledge about the Powtoon application; besides that, it also adds variants of learning media in avoiding monotonous learning for students, they get new vocabulary through video and games shown in the classroom.

The use of Powtoon can affect the development of the four basic skills in learning English, as we know, such as listening, reading, speaking, and writing. Heryanto & Rahayu (2021) have researched the outcome of using Powtoon on the English listening for junior high school students. They were using the descriptive qualitative method, and a questionnaire as the instrument. Their research showed the data in 100% with perfect interpretation criteria. They also stated that by using Powtoon, the student's attainment is increased, and they actively participated during the lesson. Furthermore, Ayub et al. (2018) also studied a blended learning in increasing student engagement in reading. The data were collected through questionnaires and descriptive analysis. The results indicate there is a better growth of contextual Powtoon for reading comprehension fulfilled the needs of students.

According to Syafitri et al. (2018) the use of Powtoon can improve students' pronunciation in speaking. The result shows there is an increasingly progress of students' pronunciation; first, the pre-test data were 61.65 and it increased on the first post-test to 70.23, second, the post-test showed 74.05. They did the t-test to find out the significantly differences by using Powtoon in their research. The result indicates the t-test percentage is superior than t-table percentage. The conclusion from his research was show that by using video and song in the Powtoon has a good impact to the students' attainment and increase students' motivation in learning English. In another research conducted by Yuniari (2018) research was carried out to investigate the significant impact by using Powtoon as the audio-visual medium on students' writing achievement in English subjects. She was used experimental research as the design by giving post-test-only, control group design. The results show that using Powtoon audio-visual as the learned media was better than conventional learning. The result from her research showed the data from one class that taught by using Powtoon has bigger score (75.18) than the group which not taught by using Powtoon (66.00). It indicates a significant improvement in students' writing achievement was accepted. The application of Powtoon in learning English can increase students' learning motivation. Several studies have proven that the use of Powtoon can contribute to increasing student motivation in Elementary school. One of them is the study conducted by Ningsih (2021) through the results of her research, she said it also can affect the learning situation in the classroom, which becomes fun and is carried out enthusiastically by students. Perceived by the teacher, the teacher becomes more sensitive to student needs. It was similar to the Suprianti (2020) statement, which stated that the use of Powtoon can increase students' learning motivation.

Conclusions and Suggestions

This study examines the Powtoon application as the media in learning English at the elementary school level. Since the Covid-19 pandemic arises, conditions and learning media have also adapted. Because of this problem, it is necessary to have appropriate media to convey the material in offline or online cases. In general, learning English is a new subject for some elementary schools in Indonesia, so the appropriate techniques and media are needed in delivering the material to be well received by students. Through Powtoon, students can experience fun, comfortable, and enjoyable learning English. It can motivate students to pay attention and focus in the learning process. This approach also impacts the teachers in increasing their creativity, technological knowledge, and efficient time.

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