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The Effect of Powtoon Media for Teaching Writing Descriptive Text at Seventh Grade of SMP Swata Cinta Rakyat 3 Pematangsiantar

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Abstrak

Penelitian ini menyelidiki penggunaan Powtoon sebagai media pengajaran untuk meningkatkan kemampuan menulis siswa dalam teks deskriptif. Tujuan utamanya adalah untuk menilai dampak Powtoon terhadap kemampuan menulis siswa. Penelitian ini menunjukkan bahwa Powtoon berfungsi sebagai alat yang ampuh untuk keterlibatan di dalam kelas. Penelitian ini menggunakan desain kuasi-eksperimental yang melibatkan dua kelas: kelompok eksperimen yang menggunakan media Powtoon dan kelompok kontrol yang mengandalkan metode pengajaran konvensional. Sampel terdiri dari 50 siswa, dengan 25 siswa di kelas VII-2 sebagai kelompok eksperimen dan 25 siswa di kelas VII-3 sebagai kelompok kontrol. Pengumpulan data melibatkan tes menulis yang diberikan sebelum (pre-test) dan setelah (post-test) intervensi. Penelitian ini menggunakan rubrik penilaian menulis dari Brown, dengan fokus pada aspek-aspek seperti identifikasi dan deskripsi. Hasil penelitian menunjukkan bahwa skor rata-rata untuk kelompok eksperimen meningkat dari 41 pada pre-test menjadi 77,8 pada post-test, sementara kelompok kontrol menunjukkan peningkatan dari 35,8 pada pre-test menjadi 68,8 pada post-test. Hasil uji-t adalah 2,52, menunjukkan peningkatan yang signifikan dalam keterampilan menulis siswa yang menggunakan media Powtoon dibandingkan dengan siswa di kelompok kontrol. Hasil ini mendukung hipotesis bahwa media Powtoon secara signifikan meningkatkan keterampilan menulis di antara siswa kelas tujuh di SMP Swasta Cinta Rakyat 3 Pematangsiantar. Penelitian ini merekomendasikan agar para pendidik mempertimbangkan untuk mengintegrasikan platform digital seperti Powtoon ke dalam pembelajaran bahasa dan menyarankan eksplorasi lebih lanjut tentang aplikasinya dalam lingkungan pendidikan.

Kata Kunci: *Powtoon, Menulis, Teks Deskriptif*

Abstract

This research investigates the use of Powtoon as a teaching media to enhance students' writing skills in descriptive text. The primary objective is to assess the impact of Powtoon on students' writing abilities. It is posited that Powtoon serves as a powerful tool for classroom engagement. The study employs a quasi-experimental design involving two classes: the experimental group utilizing Powtoon media and the control group relying on conventional teaching methods. The sample consisted of 50 students, with 25 in class VII-2 as the experimental group and 25 in class VII-3 as the control group. Data collection involved writing tests administered before (pre-test) and after (post-test) the intervention. The research utilized Brown's writing assessment rubric, focusing on aspects such as identification and description. The findings revealed that the mean score for the experimental group increased from 41 in the pre-test to 77.8 in the post-test, while the control group showed a rise from 35.8 in the pre-test to 68.8 in the post-test. The t-test result was 2.52, indicating a significant improvement in the writing skills of students who used Powtoon media compared to those in the control group. These results support the hypothesis that Powtoon media significantly enhances writing skills among seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar. The research recommends that educators consider integrating digital platforms like Powtoon into language learning and suggests further exploration of its applications in educational settings.

Keywords: *Powtoon, Writing, Descriptive Text*

INTRODUCTION

Writing is a unique skill for someone in expressing creative ideas, and feelings arranged in an orderly manner into clear sentences. Writing becomes an important key in Learning English. According to Sinaga et al., (2023:228), Writing is needed because it is the key to students' success in learning English. According to Brown cited in Isnaini (2019:416), The writing process has five key elements: content, language use, grammar, vocabulary, and mechanics. Furthermore, Jonson (2008) cited in Ningrum (2019:35) Writing involves five stages: prewriting, drafting, revising, editing and publishing. However, this does not mean that writing skills can be learned easily, so guidance from the teacher is needed to encourage and improve students' writing growth.

English texts can be categorized into several types, including recounts, reports, hortatory texts, expositions, explanations, news items, anecdotes, narratives, procedures, descriptive texts, and reviews (Febrianti, 2022). As noted by Anderson and Anderson (2003:26) cited in Humarani, dkk 2023), a descriptive text focuses on detailing specific individuals, locations, or objects. This means that the main goal of descriptive texts is to provide information about a topic by describing its characteristics, without sharing personal opinions.

According to the researcher's observations, many seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar face challenges when it comes to writing English texts. Firstly, some students struggle to articulate their ideas. When prompted by the teacher to compose a paragraph in English, they often find themselves unsure of what to write. Additionally, these students encounter difficulties in developing the topics they wish to address in their writing. Secondly, the students exhibit low motivation to write English texts. Motivation plays a crucial role in helping students reach their goals. From my observations, the students seem disengaged during the learning process. Instead of focusing on the lesson, they often converse with their peers and neglect the teacher's instructions and explanations; furthermore, they fail to complete the assignments given to them. Thirdly, the students struggle with writing sentences correctly from a grammatical perspective. An interview with the teacher revealed that the students face challenges related to grammar. They tend to make grammatical errors when writing in English. Their limited vocabulary and insufficient understanding of grammar further hinder their ability to complete writing tasks effectively. The students have difficulties using simple present tense; most of them still make errors in writing sentences. It makes the students afraid and lazy to learn the subject, and the teacher said most of the students get low scores; they get scores under the minimum completeness criteria, or KKM. The KKM for writing SMP SW CR 3 is 75.

In order to address these issues, researcher used Powtoon Media to offer distinctive instruction that facilitated students' ability to communicate concepts in writing. By using Powtoon Media students could be encouraged to think more creatively and provide engaging information, proper grammar, and a variety of vocabulary words that add to the story's space and entertainment value.

This research aims to use PowToon as a tool for teaching how to write descriptive text, as mentioned in the background. The researcher uses PowToon, a visual and audio tool, to help students improve their writing skills. By integrating PowToon, students can better understand writing concepts through engaging animated cartoons. Additionally, PowToon is a relatively new resource that has not been extensively explored in previous studies. Students' limited comprehension of different text types and their low motivation to write often due to uninspiring teaching methods have led to their overall poor writing proficiency.

Powtoon is software for creating exposures that have animated features including handwriting animations, cartoon animations, and more vibrant transition effects, and easy timing (Ashari, 2018). Tracy Weber (2014) cited in Yuliani, dkk 2021) states that Powtoon can be utilized to show any subject. PowToon is user-friendly allowing teachers to craft their own presentations that meet their students' needs instead of constantly searching for

appropriate, ready-made videos (Semaan & Ismail, 2018). According to Fimbriani (2016) implemented PowToon in the classroom by integrating a range of slides and videos, accompanied by questions to evaluate students' understanding of the content delivered via PowToon. The aim was to boost students' enthusiasm for writing and promote increased involvement in class activities. The results showed that using PowToon notably enhanced students' engagement, writing skills, and general outlook on the teaching and learning experience.

The researcher chose PowToon as a teaching media due to its innovative nature, which effectively captures students' interest and enthusiasm, especially in writing tasks. PowToon encourages students to write and enhance their creativity. It also helps them organize their thoughts before writing them into well-structured paragraphs. This method provides a fun, relaxed, and engaging learning environment for students as they study English, ultimately promoting their attention and focus throughout the learning experience.

In light of this background, the researcher carried out a study titled: "The Effect of Powtoon Media for Teaching Writing Descriptive Text at Seventh Grade of SMP Swata Cinta Rakyat 3 Pematangsiantar".

RESEARCH METHOD

The researcher employed a quantitative research approach to conduct this research. Cresswell (2012) states that the researcher relied on statistical analysis, which involves mathematical methods, to examine data that was typically presented in numerical form. This study combined a quasi-experimental design with a qualitative method. In order to choose two classes for the study, purposive sampling was used. The control group was instructed using the traditional method, whereas the experimental group learned with PowToon media. The research sample includes class X-3 as the experimental group and class X-4 as the control group. A t-test was performed to analyze the data from the pre-test and post-test. The pre-test required students to describe a person following the typical structure for descriptive texts. In the experimental group, the researcher used mind mapping, while the control group was taught using the discovery learning method for writing descriptive texts. The researcher used the same test and topics as in the pre-test. In the post-test, students were also asked to describe a person using the format of a descriptive text.

RESULT AND DISCUSSION

Data Description

The research data came from paragraphs written by students about descriptive text based on its generic structure. Each paragraph includes an identification part and a description part. From all the paragraphs the students wrote for their assignment, two paragraphs from each student were chosen for evaluation as samples. After reading their descriptive text, then, they were identified based on the generic structure rubric score. The researcher used the rubric score that provided two aspects of writing, namely Identification and Description. Each class has 25 students who received the worksheet and wrote a descriptive text about a person, both in the experimental class and the control class.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	AS	70	70
2.	ALS	75	75
3.	AKS	75	75
4.	ASPS	65	65
5.	APS	75	75
6.	CGRN	80	80
7.	COS	90	90
8.	DMS	75	75
9.	DIBR	90	90
10.	FS	75	75
11.	GYS	75	75
12.	HMT	85	85
13.	HPN	85	85
14.	IVS	75	75
15.	MYS	90	90
16.	MPS	75	75
17.	MS	70	70
18.	MAS	75	75
19.	NND	75	75
20.	OS	85	85
21.	OSG	75	75
22.	PEK	65	65
23.	SMB	85	85
24.	SS	75	75

25.	SNAS	85	85
	Σ	1.025	1.945

In the experimental class, the highest pre-test score recorded was 75, while the lowest score was 25. After implementing Powtoon as a teaching medium, the post-test results demonstrated a significant improvement, with the highest score reaching 90 and the lowest score increasing to 65. The total score for the pre-test in the experimental group was 1025 points, resulting in an average pre-test score of 41. Following the instructional intervention, the experimental group achieved a total of 1945 points in the post-test, leading to an improved average score of 77.8. These findings indicate that the use of Powtoon media significantly enhanced the students' performance in writing descriptive text, showcasing the effectiveness of multimedia tools in educational settings.

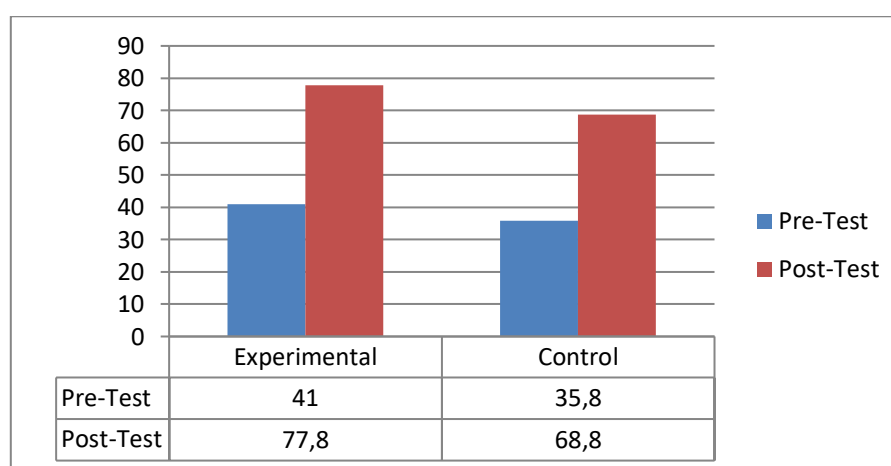


Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, particularly following the intervention. The experimental group, which utilized Powtoon media for teaching writing descriptive text, demonstrated a significant increase in scores. Specifically, the mean score for the experimental class improved from 41 in the pre-test to 77.8 in the post-test. In contrast, the control group, which continued with traditional teaching methods, showed a more modest improvement, with their mean score increasing from 35.8 in the pre-test to 68.8 in the post-test.

This results in an increase of 36.8 points for the experimental class, while the control class experienced an improvement of only 33 points. The findings of this study suggest that the use of Powtoon media had a significant impact on enhancing students' writing skills, particularly in crafting descriptive texts. The greater improvement observed in the

experimental class compared to the control class indicates that engaging multimedia tools can be an effective strategy for developing writing abilities among students. This underscores the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing.

Testing Hypothesis

The data analysis conducted with the t-test formula yielded a result of 2.56, with 48 degrees of freedom for the two-tailed test. The t-table value at a 5% significance level is 1.67. Based on the rules for hypothesis testing, the alternative hypothesis (H_a) is accepted if the t-test value exceeds the t-table value ($t\text{-test} > t\text{-table}$). Conversely, the null hypothesis (H_0) is accepted if the t-test value is less than the t-table value.

Research Findings

Based on the data analysis discussed earlier, the researcher selected two classes as samples: one experimental class and one control class. In the experimental class, PowToon media was utilized for the treatment, whereas the control class did not use PowToon media. The researcher found that:

1. Experimental Class

- a. The highest pre-test score recorded was 75, while the lowest score was 25.
- b. After implementing Powtoon as a teaching medium, the post-test results showed a significant improvement, with the highest score reaching 90 and the lowest score at 65.
- c. The total score for the pre-test in this class was 1025 points, resulting in an average pre-test score of 41.
- d. Following the instructional intervention, the experimental class achieved a total of 1945 points in the post-test, leading to an improved average score of 77.8.

2. Control Class

- a. In the pre-test, the lowest score was 25, while the highest score was 65.
- b. In the post-test, the control class scored as low as 45 and as high as 90.
- c. The total score for the pre-test in this class was 895 points, resulting in an average pre-test score of 35.8.
- d. After the instructional intervention, the control class achieved a total of 1720 points in the post-test, leading to an improved average score of 68.8.

3. Statistical Analysis

The t-test value calculated was 2.56, which was greater than the t-table value of 1.67 at a significance level of 0.05. The alternative hypothesis (H_a) is accepted when

the t-test value is greater than the t-table value. Since the t-test value is higher than the t-table value, the alternative hypothesis is accepted. This indicates that using PowToon media has a more significant effect on the writing skills of seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar when creating a descriptive text compared to not using PowToon media.

Discussion

In this section, the researcher discussed the findings of the study on how PowToon media influenced the writing skills of seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar in composing descriptive texts. The researcher included samples from both the experimental group and the control group.

In the experimental class, the researcher used PowToon for three sessions to assist students in enhancing their descriptive writing skills. Using PowToon, the researcher primarily acted as a facilitator, allowing students to be more engaged and creative in their writing. The researcher focused on correcting the students' worksheets based on the basic parts of a descriptive text, which are the identification paragraph and the description paragraph. The students were assessed using a rubric based on these parts. They improved their writing skills, as indicated by the rise in their average scores from the pre-test to the post-test in the experimental class, which were higher than those in the control class.

In the control class, the researcher provided treatment by teaching the students without using PowToon media. For three sessions, the researcher led all the teaching in the class. As a result, the students missed out on chances to join in activities that matched their interests and preferences. This was shown by the low average scores of the students in the pre-test and post-test for the control class.

When teaching descriptive writing with PowToon, the researcher noticed several benefits. Students are more excited and interested during the lessons. They become more engaged because this tool is innovative and grabs their attention, especially in writing activities. PowToon helps motivate students to write and encourages their ideas. It also assists them in organizing their thoughts before turning them into paragraphs. Overall, students find learning English to be fun and enjoyable, which helps them pay attention and stay focused during class.

When the students learn about good writing through the process of writing descriptive texts, they will write better texts related to the topics given. Good writing skills allow students to express their thoughts in writing. This shows that using PowToon is a good method for teaching descriptive writing. To examine how PowToon influences the writing skills of

seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar, the researcher compared the average scores from two tests: a pre-test and a post-test. The experimental class had an average pre-test score of 41, which increased to an average post-test score of 77.8 after using PowToon.

CONCLUSION

The effect of using PowToon was more significant than not using it on the writing skills of seventh-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar, particularly for writing descriptive texts. This was evidenced by a t-test value of 2.56, which exceeded the t-table value of 1.67 ($2.56 > 1.67$). This shows that PowToon had a more beneficial effect on the students' writing abilities compared to not using it. In other words, the researcher accepted the alternative hypothesis (H_a) and rejected the null hypothesis (H_o). The students' writing improved after using PowToon, and they became more engaged and creative in learning new information, especially in writing descriptive texts. It is recommended that English teachers utilize PowToon as a tool because it includes features that aid in teaching writing, particularly descriptive texts.

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