

POWTOON APPLICATION: ITS EFFECT ON STUDENTS' LISTENING COMPREHENSION

by

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Abstract

The purpose of this research was to investigate the effect of using Powtoon Application on Students' Listening Comprehension. The research design was pre-experimental research. The population was the eleventh grade students at MA As-SyuhadaDuri XIII. In order to take the sample, total sampling was used. 19 students of the eleventh grade of MA As-SyuhadaDuri XIII were as samples. Listening test was administered for them to collect data of their Listening Comprehension. Then, the data were analyzed by using Paired Sample T-test. Based on the score gathered, it showed that t_{count} was lower than t_{table} . The finding of t_{count} was -5.718 while the level of significance of 5% : $2=2,5\%=0,025$ sig. (2 tailed) was 2.060. It showed that $-5.718 < 2.060$ or $t_{count} < t_{table}$. It indicated H_a was accepted and H_o was rejected. Thus, it could be concluded that the use of Powtoon Application had a significant effect on students' listening comprehension at the eleventh grade students of MA As-SyuhadaDuri XIII.

Keywords: Powtoon Application, Effect, Listening Comprehension

Tujuan penelitian ini adalah untuk menginvestigasi pengaruh penggunaan Aplikasi Powtoon terhadap pemahaman mendengar siswa. Desain penelitian ini adalah pre-experimental research. Populasi adalah siswa kelas sebelas MA As-Syuhada Duri XIII. Untuk menentukan Sampel, total sampling digunakan. 19 orang siswa kelas sebelas MA As-Syuhada Duri XIII dijadikan sebagai sampel penelitian. Tes mendengar di lakukan untuk mengumpulkan data tentang pemahaman mendengar siswa. Kemudian data yang telah diperoleh dianalisa menggunakan Paired Sample T-test. Berdasarkan analisa yang ditemukan bahwa t_{count} lebih kecil dari t_{table} . Temuan t_{count} adalah -5.718 sementara level signifikan dari 5% : $2=2,5\%=0,025$ sig. (2 tailed) adalah 2.060. Hal ini menunjukkan $-5.718 < 2.060$ atau $t_{count} < t_{table}$. Hal ini mengindikasikan H_a diterima and H_o ditolak. Jadi, bisa disimpulkan bahwa penggunaan Aplikasi Powtoon mempunyai pengaruh signifikan terhadap pemahaman mendengar siswa kelas sebelas MA As-Syuhada Duri XIII.

Key Words: Powtoon Application, Effect, Listening Comprehension

INTRODUCTION

The development of information technology in the world of education had a positive impact. Technology can be used to engage the learner and include in the social and cultural aspects of that learning process (Goh, 2010:2). Using technology is one that should be done by the teacher in the teaching and learning process because it can lead to positive encouragement, foster and increase students' interest in learning. Development of Information Communication Technology (ICT) facilitate teachers in realizing PP No.19 of 2005 concerning national education standards article 1 paragraph 8 regarding the required facilities and infrastructure standards including the use of information and communication technology, form of realization of the use of information communication technology including implementing E-Learning.

If someone learns, it takes an encouragement to increase interest in learning and what is needed is teacher creativity in presenting learning material that can support student learning outcomes. In line with the explanation, it can be seen that the use of instructional media in the teaching and learning process can arouse desires and interests, generate motivation and stimulation of learning activities and even bring psychological influence on students (Azhar Arsyad, 2011: 15). This needs more attention by presenting something new inside one of the learning process by using e-learning in the learning process.

One of the applications that can be used in the teaching and learning process is Powtoon Application. Powtoon is a software used to create exposures that have very interesting animated features including handwritten animations, animated cartoons, and more lively transition effects, as well as easy timeline settings to make student more interest and active in their material.

The other side of the uniqueness of Powtoon is having music that can be selected or searched for and from other sources that are in accordance with the music video needed. It also can be included sounds recording to make videos applied to powtoon more unique and interesting. According to ShanonMershand (2014)“ Powtoon is web – based animation software that allows you to quickly and easily created animated presentations with your students by manipulating pre – created objects, imported images, provided music and user created voices – overs”. These unique and interesting things are expected to support students learning outcomes in listening learning, because learning listening needs sound, music or sound recording to add to the

uniqueness of the use of the powtoon application.

Based on the description of the uniqueness and advantages of using the powtoon application, it can be seen that the powtoon application is an appropriate media that play a role to make it easier to give lessons related to listening, and explain narrative text material in learning to listen more interestingly and clearly because it is accompanied by the choice of animation-based features. In addition, powtoon application include music that is in accordance with the subject matter referred to, and include sounds recording of the speaker so that learning is more clearly that suitable with what we intended to.

After selecting the media format to be developed, the next step is to produce the media. Media production process is divided into 3 stages, namely:

- 1) **Pre-Production.** At this stage, the activities are the research of curriculum and syllabus used. This flowchart contains the content of the video to be produced. Flowchart on this media can be seen, such as: The teacher make opening video by using powtoon application, the teacher make core video/material of narrative text by using powtoon application, and the teacher make video cover that include about reflection, and the conclusion about the material of narrative text.
- 2) **Production.** This production stage includes the application of flowcharts in powtoon applications, sound recording, and video editing. The output generate in this application is a video. This video can be opened on PC or laptop. In order to create video by using this powtoon applications, one must connected to the internet network. Some of the product views of the video medium are as follows: opening video, material, reflection, and conclusion.
- 3) **Post-production.** In the post-production stage is a review of the media that has been produced. This review is on the results of the media that has been made.

Listening is one of language skills that should be acquired in every language. Brownell (2002) states that listening is the process of receiving, constructing meaning form and responding to spoken and nonverbal messages. Helgesen (2003) says “listening is an active, purposeful process of making sense of what we hear” (Solak, 2016:30). Listening comprehension can be described as the ability to recall and understand information might present orally. This is supported by Mendelshon (2011) that the listening comprehension is “the ability to understand

the spoken language of native speaker” (Dwifinanta, Ikhsanudin, & Husin). Byrnes (1984) also states that listening comprehension is a highly complex problem – solving activity that can be broken down into a set of distinct sub-skills (Ekrem Solak,2016:32).

Listening is very important skill in language. In listening process, the listener should focus on what they listen. Then the listener try to get information from what they have listened. The good listening helpsto understand what other people saying, it also helps to speak clearly to other people. It can be assumed that people cannot speak well if they cannot hear well.In Senior High School Curriculum, listening is one of the standard competences conducted to the students.The effect of using media is very useful to improve listening learning to get students’ good outcomes scores.

METHOD

Design

The research design was pre-experimental research. This design is said to be a Pre-experimental design because it is not yet a real experiment because there are still external variable that influence formation of the dependent variable (Sugiyono,2010:109). This design is useful for obtaining preliminary information on question in the research. There are several types of Pre-experimental design. One of them is one group Pretest-posttest design. One group Pretest-posttest design is type of design with no controls or comparison groups. One group Pretest-posttest design can be determined as $O_1 X O_2$ that O_1 is pretest, X is treatment, O_2 is posttest. In this design there is pretest before being treated. Thus the result of the treatment can be known more accurately, because it can compare with the conditions before being given a treatment (Sugiyono,2017:111).

Subject

The population is all individuals of interest to the researcher (Marczyk, DeMatteo, & Festinger, 2005). The population of this research was all students of eleventh grade MA As-SyuhadaDuri XIII. They were 19 students. The sample used in this research was a total sampling.

All students of eleventh grade of MA As-SyuhadaDuri XIII were used as sample, they were 19 students.

Data Collecting Technique

The data collection technique in this research was test. Test is a way to collect data by giving a test to the students. Test instrument consisting of a number of question or item used to obtain data, or information through the test students' answers. In this research, researcher used multiple choice, the test consisted of ten questions the students marked the correct answers by giving (X) or (\checkmark). The test must be valid and can be trusted so that the test is able to assess. In this research, researcher gave the pretest before applying Powtoon Application to know the students score of listening comprehension, and then researcher gave posttest after applying the score of listening comprehension to measure the students' achievement and to compare the result between pretest and posttest.

Data Analysis Technique

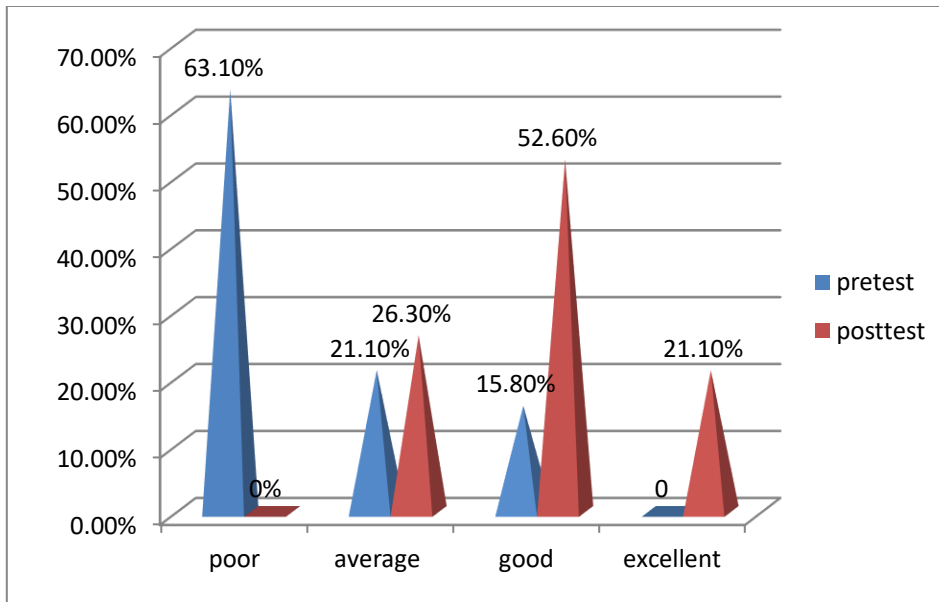
In this research, the data of the research was analyzed by descriptive statistic. Descriptive statistic are statistics used to analyzed data by describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Data collected from students' pre – post test score and analyzed the data by using paired sample t- test in SPSS 17 program. "SPSS or Statistical Product and Service Solution is one computer program specially created to process data with certain statistical methods (Santoso, 2016:11).

RESULT AND DISCUSSION

Result

Output paired samples test shows the result of compare analysis by using T-test. The difference mean score of pretest and posttest is -23,15789. Standard deviation is 17,65491. Standard deviation error mean is 4,05031. The lower difference is -3166729 and upper difference is -14,64850. The result of t_{count} is -5.718. The significance 2-tailed is 0.000 and the significance level is 0,05. It means that the significance value is smaller than significance level ($0,000 < 0,05$).

It can be describe in the graphic of paired sample test below :



Graphic. Paired sample test

The interpreting to, the researcher used two ways :

1. By comparing t_{count} to t_{table} . From $df=18$, the level of significance of 5% : $2=2,5\%=0,025$ (two tailed) was 2.060. It can be see that $-5.718 < 2.060$ or $t_{\text{count}} < t_{\text{table}}$. It means that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.
2. By comparing number of significance based on the result of paired sample t- test that the significant 2-tailed < to significant level. It can be seen from sig.2-tailed is $0.000 <$ from sig level is 0.05 thus H_a was accepted and H_0 was rejected. In other word, that the data is valid.

Based on the score of gathered from SPSS 17, it shows that t_{count} was lower than t_{table} . The finding of t_{count} was -5.718 while the level of significance of 5% : $2=2,5\%=0,025$ (two tailed) was 2.060. It showed that $-5.718 < 2.060$ or $t_{\text{count}} < t_{\text{table}}$. Therefore, it could be concluded that H_a was accepted and H_0 was rejected.

Discussion

Based on research finding data before the experiment which was carried out, the mean of the students pretest were 54.7368, while the result of the research after the experiment carried out

on 17 January 2020, the mean of the posttest were 77.8947. Then, the finding data also shows that t_{count} was lower than t_{table} . The finding of t_{count} was -5.718 while the level of significance of 5% : $2=2,5\%=0,025$ (two tailed) was 2.060. It showed that $-5.718 < 2.060$ or $t < t_{\text{table}}$. based on these results it can be seen an increase in students' learning outcomes before and after being given an experiment, so that when viewed the difference occurs an increase in students' learning outcomes after being given an experiment is 23.15789. The increase was due to the use of audiovisual learning media is powtoon application.

The using of powtoon application was successfully implemented in the experimental class. The use of this media is able to attract the attention of students to engage in listening learning activities, increasing high curiosity which is implemented by asking the teacher about material that is poorly understood. The most significant thing is to make student learning outcomes increase is that with this media students become the focus of paying attention to the material contained in the video, different when before using the video many students more often talk to their friends, daydream, and even some sleep when the researcher explain the material.

The use of instructional media in teaching and learning process can arouse new desires and interest, generate motivation and stimulation of learning activities and even bring psychological influence on students (Hamalik, 2011:15). Based on the theory and result of using powtoonapplicaton, it can be concluded that the powtoon-based video media developed refers to the students' listening comprehension.

CONCLUSION AND SUGGESTION

Learning narrative text by using Powtoon Application has significant effect on students' listening comprehension in narrative text at eleventh grade of MA As-SyuhadaDuri XIII. Based on the result of the analyzing data of effect using of Powtoon Application, it can be used in learning especially in listening learning. This is supported by the result of Noer Ismail' research (2018) that is the powtoon has positive result on the learners' level engagement, comprehension and acquisition. In other word, Powtoon application is recommended in teaching and learning process, especially Listening comprehension.

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