

## Teaching Media “Powtoon” to Assist Students’ Writing Narrative Text

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### Abstract

This research explores teaching media “Powtoon” to assist students’ writing narrative text. This research aims to investigate strategies used by the teacher in using media “Powtoon” to assist students’ writing narrative text and to know how the students perceive about the use of media “Powtoon”. It was argued that the use of media “Powtoon” would provide students with powerful tool to use in the classroom. Bowman (2013) argues that “Powtoon offers teachers more creativity and flexibility in students instruction to help introduce, develop, and reinforce key education concept”. So, this strategy is appropriate for the teacher to invite students’ motivation and participation in learning English especially in assessing writing skill. A qualitative descriptive research was used in this research, and this research was conducted at the tenth grade of Vocational School in Karawang, and took an English teacher who teaches writing class and 18 students as samples which were chosen purposively as the sample of the study. The data were collected by using classroom observation, and interview. The result from this study showed a positive perception through strategies which were used by the teacher and help the students in improving their self confidence in practicing writing. Beside that, the students’ spelling, grammar, content and vocabulary improved because the students feel free in conveying and expressing their idea and some sentences in writing the script of the story helped them in arranging the sentences to make a good sentences. Therefore, the researcher analyzed the students’ interview. The data were displayed in four questions. The dominant answer of the students’ interview indicates that they enjoyed and motivated in following teacher’s instruction in every stages of learning process. Based on these research findings, it is recommended that the teacher can use media Powtoon in teaching writing narrative text to Vocational School students. Furthermore, this strategy was not only increasing students’ writing skill, but also increase students’ technology skill through the use of media Powtoon and classroom interaction strategies. In addition, this study also suggests that English teacher to use media Powtoon as the strategy to assists students’ writing. Moreover for students, it can help them to improve their writing accuracy, and for further researchers, it gives a broad opportunity to make the research more perfect in the same field with different interest.

**Keywords:** Writing, Narrative Text, Powtoon

## **A. Introduction**

English as foreign language is one of important subject in Indonesia. Understanding English is very difficult, because it is not their mother tongue. Therefore, English taught to develop students' competence in communicating. The competence of communication is competence to understand or produce a spoken and written text that is realized at four skills; they are listening, speaking, reading, and writing.

Among those four skills, writing is one of the most difficult skills for students. The students must be able to express their idea on the written text, to use correct grammar, punctuation and vocabulary, and so on. Writing has similarity with speaking. They express ideas or opinions. Writing is an idea on the written text; while speaking is an idea on spoken text. Similarly, Harmer (2002) argues that "written text has a number of conventions which it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation".

Based on the writer's pre-observation at one of vocational high schools in Karawang, it was found that students still have problems in their writing skill, especially writing narrative text. When the teacher asked to identify a certain text and to make a paragraph, the students were confused. The problem, however, is that students are still unable to understand the generic structure of the text. For example, they are confused to determine which one is the descriptive text, narrative text, recount text, explanation text, etc. they have difficulties to express their ideas. On the other hand, the students are less comprehending when they tried to make a good paragraph. Another one, the teachers usually apply tools with many slides which consist of a lot of sentences. It caused the students are unmotivated through the lesson (writing lesson). There are many treatments, methods and other approaches to teach students in teaching and learning English, depending on the students' materials or potencies. Hyland (2003) state that to explore the students with effective techniques, methods and approaches, English teachers are required. In addition to using these methods in English teaching, the teacher may use media in writing teaching, Audio visual is one of them. Furthermore, audio visual media is a tool that uses our sight and hearing to use in teaching and learning processes to allow students to acquire knowledge, skills or attitudes. The video animation includes the real story that needs to put in the slides to enhance the comprehension of the particular text by the students.

One technology-based media that can be used in ELT is Powtoon. Powtoon is included as an interactive, communicative and enjoyable media in audio visual media. This makes the students use sight and hearing to communicate with the teacher. Powtoon is technology for creating exposures with animated features including for handwriting animations, cartoon animations, and more colorful transition effects and simple timing (Ashari, 2018). The use of powtoon media is a creative tool that can be used to attract students' interest or enthusiasm in learning, especially in writing. Besides, it can help the students to organize their ideas before they develop into a paragraph. Powtoon's use is listed as a downloaded video from youtube with the teaching writing animation. The researcher is interested in applying teaching media powtoon to help students in their writing skill on narrative text material. Because story of narrative text can be included in Powtoon application, interesting feature of Powtoon application can make learning material of Narrative text more interesting for students. English teacher can take advantages of Powtoon application to develop learning material and to increase the quality of learning medium. Two research questions are formulated as follow: (1) How does the teacher use Powtoon in teaching students' writing skill? And (2) How do the students' perception about Powtoon Media in learning students'

### *Writing*

Writing is one of the most powerful communication tools used today and for the rest of our life. Nunan (2003) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Heaton (1975) argues that "writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rethorical devices but also of conceptual and judgemental elements". In this research writing means that the students can express their mind and rewrite about the material that have given by the teacher.

### *Narrative Text*

Anderson (1997) says that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Percy (2013), Martina et al. (2020), Martina et al. (2020) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

### *Powtoon*

Weber (2014) mentioned that Powtoon can be used to teach any subject; “it could be employed in an English class to demonstrate a student's knowledge of Romeo and Juliet, and even in an industrial arts class by demonstrating welding techniques.” Powtoon paves the way towards teaching higher-order thinking skills like critical thinking, summarizing, and problem solving, which are basic skills for a successful global citizen in the 21<sup>st</sup> century. Besides, Powtoon are designed to offer teachers incredible flexibility in how they introduce, develop, and reinforce key concepts (Spitalnik, 2013). In this research, powtoon means that the tool for writer to convey their story by using digital image and wriing the script. So that the students’ are motivated and feel easier to write narrative text. On the other hand, Powtoon is also an activity which provides broather opportunities to the students’ to show their creativity by exploring their mind from writing the script as their writing skills.

### **B. Research Methodology**

This research used qualitative descriptive approach. Qualitative research, according to Fraenkel (2012) investigates and describes the quality of relationships, activities, situations, or materials in detail. In this study the researchers conducted the research at and the participants of this research is eighteenth of tenth grade students TKJ at A Vocational High Schools in Karawang. In collection the data, the researchers used two instruments such as observation, and interview. To explain the teachers’ strategy in teaching writing narrative text by using Powtoon, the researchers used observation. The second, to discover the students’ perceptions toward teaching media Powtoon in writing narrative text the researchers used interview. The data were analyzed by using coding and summarizing.

### **C. Results and Discussion**

Based on the result which found by the researcher from each session of this research, we could see from the classroom observation that there are six steps used by the teacher in teaching and learning process by using Powtoon in the writing class. Those strategies are : (1) Write an Awesome Script or Short Story (2) Storyboard (3) Voiceover guide or background music (4) Dividing the slides. (5) Populate the slide with visuals. (6) Timing. This research finding compared with Spitalnik (2013) that is about the steps of creating Powtoon. Based on the classroom observation the writer found that the teacher used all those steps. The teacher began by dividing the topic for each students. Besides, the teacher help the students in creating the storyboard. To subsequent point to be discussed is concerning on the students’

perception about using Powtoon in writing Narrative text. In this case, the students have some good perception about using media Powtoon writing Narrative text as suggested by Sutisna (2019) that using Powtoon in teaching and learning process have some advantages.

The data found by the researcher across all the observations, it was can be proposed that media Powtoon can improve students' writing skill. It can be seen from the teacher in the first class who use media Powtoon in her teaching writing cycle that Powtoon could improve students' spelling, accuracy, content, and vocabulary. Besides, the use of Powtoon make the students become active learners and can improve classroom situation of writing class better. Based on the research findings from the students' interview, several conclusions can be drawn as follows. Firstly, all of students at the first class are motivated learning writing by using media Powtoon. They did the teacher's instruction based on the strategy of creating Powtoon. Those strategies which is used by the teacher in teaching writing make them more motivated to join writing class as stated by Bowman (2013) "Powtoon offers teachers more creativity and flexibility in students instruction to help introduce, develop, and reinforce key education concept". Furthermore, it also was relevant with the study conducted by Puspitarini & dkk (2018) investigated learning media in social studies subjects is motivated by the lack of learning media in learning activities.

Secondly, almost of the students agree that learning writing by using media Powtoon make them feel enjoyed. This strategy was not only increasing their writing skill, but also it was covered students' spelling, students' vocabulary, grammar, and content. In this matter, the present study was relevant with the study conducted by (Hasan, 2017). This study focused on the analysis of students' writing performance. The result showed that the students' ability in using grammar, vocabulary, punctuation, spelling, coherence and cohesion improve. Besides, Semaan (2018) also found that Powtoon is a greet tool to help learners to be more motivated, enjoyable and comfortable joining the class.

Finally, the researcher sum up that the result of the strategies used by the teacher in teaching media Powtoon in teaching writing were very effective to engage the students' motivation in practicing writing skill. Because those strategies allow them to enjoy and happy in joining the class, while they exploring ideas and practicing writing. These varieties strategies were to make the teaching and learning process more effective and interactive, especially in teaching writing in vocational high school level.

The strengthens of practicing writing using media Powtoon are the students feel free in practicing writing so that they able to practice their writing well. Besides, the students feel

easy to understand the meaning of the story being write the script or the text than reading a story because media Powtoon could improve students motivation, and language awareness. Besides, media Powtoon also has weakness when it is applied in teaching writing. The weakness are there are some students difficult in editing the media Powtoon. There are some students who felt difficult in recording their voice and making a transcript of the story. On the other hand, in creating media Powtoon there are many of the tools needed to edit the media Powtoon it makes the students difficult to organize and collected tools to get the result of Powtoon story creation more interesting and understandable way. Meanwhile, in using media Powtoon both of teacher and students must able in operating the computer skill.

#### **D. Conclusion**

Based on the findings of the research, it could be concluded that teaching media Powtoon in teaching writing Narrative text at the first grade in one of Vocational High Schools in Karawang make students more motivated for improving their writing skill. Then the students' enjoyed to following teacher's instruction.

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