PowToon software’s impact on EFL students’ writing of narrative text

Rima Zahrotul Muniroh, Mega Mulianing Maharani*, Choiril Anwar, Nur Ekaningsih

English Education Study Program, Faculty of Languages and Communication Science, Universitas Islam Sultan Agung, Indonesia

*Corresponding Author
Email: megamulianing@unissula.ac.id

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Abstract
The development of technology brings challenges for teachers to be more innovative and creative in delivering materials. Teachers need to explore currently medium for teaching. To assist teachers and students in overcoming their difficulties, PowToon Software was chosen. The goal of this study was to find out whether PowToon as a learning media was effective in improving the narrative text writing ability of grade XI students at SMA Negeri 1 Pegandon in the 2023/2024 academic year. This study used a quasi-experimental method. The sample consisted of grade XI 1 students as the control group and XI 2 as the experimental group. The control group and experimental group completed the pre-test and post-test. Data analysis in the study used SPSS. The results showed a significance improvement in students’ writing achievement. This was evidenced by the significance value of 0.003. The value was smaller than 0.05 and this means that H0 was rejected and H1 was accepted. It can be summarized that the use of PowToon Software as a learning media was effective to improve students’ narrative text writing ability.

Keywords: PowToon Software; Writing; Narrative Text

INTRODUCTION
The modern technology era has an impact on various fields, including the field of education (Raditya & Kristiani, 2022). Nowadays, education society places technological proficiency as necessary things (Rodrigues et al., 2021). This brings challenges for teachers to adapt to these changes and create an engaging learning process using technology. As teachers, being innovative in delivering the material to be taught in class is very important. Unfortunately, teachers find difficulty to get appropriate technology-based learning medium that suitable for
the syllabus. Therefore, this leads teachers rarely use technology medium for learning process (Megawati & Utami, 2020). In addition, to use or produce technology-based learning medium, skills and knowledge regarding technology for learning are needed. The challenge of making learning more interesting also happened to English teachers. They need to innovate and keep up to date with the technology to create the learning process both interesting and successful in improving the students’ skills.

Students should possess four skills in learning English. Those are listening, speaking, reading, and writing which every of them possesses the beneficial part in learning (Suprianti, 2020). Between those skills, the hardest skill for students is writing because they must be able to show their opinion then produce a written text as the result. Moreover, they have to make sure that they apply correct rules regarding word choice, coherent, correlation, and grammar (Sa’adah, 2020). Although it is categorized as the hardest skill, mastering writing is very useful. Once students can write in English well, they also have the opportunity to upgrade not just their skill of writing, but also their other skills (Maharani, 2017). Based on the observation at one of high schools in Pegandon, it was discovered that students found difficulties for expressing their idea in written form, especially narrative text. Although it presented interesting story, students experienced some problems in processing the lessons and they also felt bored. As a result, they chose to copy their classmate’s work, searched the answer on the internet, and used online translation even though teachers did not allow them to do so. Teachers basically knew that students were using online translation website because the created text was very different. Teachers tried to make learning process interesting. English teachers did not only use textbooks, but also videos for teaching narrative text. In writing class, videos give the experience for students to learn the information with entertaining process. Therefore, it designs contextual learning (Ningsih, 2021). In spite of that, videos are limited in terms of availability on the online platform. When the teachers could not find suitable videos for learning process, they mostly used written books.

In this study, the researchers used PowToon as the medium for improving students’ writing of narrative text. It has never been used for teaching by English teachers in that school. Totally, there are three English teachers there, but they are still not familiar with PowToon. The software can be used to support technology-based learning medium. It allows the user to turn objects and sounds into interesting animations. It gives the uncommon teaching medium for teachers and also gives a chance for students to enhance their achievement (Anita & Kardena, 2021). In finding videos for the learning process, teachers have difficulties due to limited appropriate videos. However, PowToon as the learning medium can be designed creatively by teachers. Therefore, teachers can produce modern medium for learning process. Also, teachers can overcome the problem when they find difficulty to get the proper learning medium. PowToon also supports new creation in the learning process because the features provided are very easy to understand. This is because there are many
templates that teachers can use to support the learning process. Innovation in learning can be created through PowToon based on the learning material and teachers’ creativity. From these conveniences, PowToon is very suitable to support students’ narrative text learning process using technology.

**Writing**

Writing is one of skill in learning languages. It is a language skill that needs to be mastered by people which also known as communication by using written form or paper (Koilara et al., 2020). The writing purposes can be vary based on the context used.

**PowToon**

PowToon is a new technology that has innovated the world of presentations and digital communication. It is a software with tools to create animation in the presentation that can be used for teaching (Yuliantini, 2021). In editing an animation video, editor needs tools to make the video became interesting. PowToon serves the quite complete tools for editing videos (Diah et al., 2020). PowToon can be accessed by using internet connection. It can be used by having Google account (Akmalia et al., 2021). In addition, PowToon is internet tool which helps educational parties to have their own medium that is video (Syafitri et al., 2018). Teachers can provide great presentation in class by using PowToon. It works as presentation which allows teachers and student to get fresh appearance in teaching because it is more attractive (Raditya & Kristiani, 2022).

In teaching writing, teachers usually use textbook. However, the current era gives more opportunity for teachers to provide the enhanced learning medium. Teachers can explore more the technology medium. The part of the modern technology media that is beneficial as it allows teachers to present interesting animation video.

PowToon is a user-friendly software that enables teachers to make nice presentations that can help students understand the complex concepts. Appearance from application helps students easily remember the material (Diah et al., 2021). The use of animated videos assisted by the PowToon application makes the learning environment comfortable (Lestari et al., 2022). By using PowToon, teachers can create engaging video presentations with high-quality animation, images, and sounds that can capture students' attention and help them retain the information regarding narrative text material in class.

Using PowToon for teaching writing allows teachers to contribute to enhance students' participation. PowToon allows students to give their classroom participation. PowToon is the learning resources in the form of videos that can provide messages and learning materials to make students understand the material easily, so that students' interest in learning increases (Lestari et
Therefore, the same understanding of the material can be obtained by students.

With PowToon, teachers can also create nice assessments to test students’ understanding of the materials. The assessments can be used for formative purpose. One of the important and interesting uses of modern technology is enhancing students’ learning for formative assessment (Elmahdi et al., 2018). PowToon can help the teacher to provide the test that can be designed creatively by the teachers. Teachers can use PowToon to create interactive questions and tests that will assist teachers in assessing student understanding of subject matter. This is because PowToon allows teachers to add animations and sounds based on the teachers’ need (Megawati & Utami, 2020).

In summary, PowToon is an excellent learning medium for teachers to use in writing class. The software’s interactive features, engaging visuals, and cloud-based accessibility make it an ideal tool for teaching complex concepts and assessing students’ learning.

**Narrative Text**

One of writing type is narrative. Narrative text is the text learned by students. It shows the written form of writing that is interesting for the readers (Lubis, 2016). It serves interesting story that can attract the readers. In addition, Perdiana (2022) argued that it also has the purpose to share moral value to the readers.

**METHOD**

The researchers used quasi-experimental study which consisted of pre-test, treatment, and post-test. There were control group and the experimental group. In pre-test, both groups were tested by using the instrument in the form of a narrative writing test to check the ability of both groups before implementing the treatment. Furthermore, treatment was conducted to the experimental group by using PowToon Software. While the control group did the learning process without getting the treatment by using PowToon. The next step was to hold post-test. Then, the last step was doing post-test to determine the ability of both groups when PowToon learning was implemented.

**Respondents**

Respondents of this study were students from the 11th grade at SMA Negeri 1 Pegandon for the 2023/2024 academic year. The number of students who participated as control group and experimental group were 34 students of each group.
Instruments
The researchers used writing test in the form of essay as the instrument to collect the data. The test was given to both groups twice. The first one was on the pre-test or before the implementation of the treatment and the second one was on the post-test or after the implementation of the treatment.

Procedures
There were five steps for collecting the data in the research. The five steps were preparing and checking all instruments for collecting the data, doing pre-test for both groups, implementing treatment that was PowToon learning for experimental group and without PowToon for control group, doing post-test for experimental and control group, and finally analyzing all data.

Data analysis
The researchers used quantitative analysis as the process of data analysis. The process was done by analyzing the mean score and t-test using independent sample t-test.

RESULTS AND DISCUSSION
Results
For doing the analysis, SPSS was used in this study. By using SPSS, the researchers were be able to determine the results of the pre-test and post-test scores of the control and experimental groups. The comparison of the pre-test scores from the two groups can be seen in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Control</td>
<td>34</td>
<td>81.32</td>
<td>5.531</td>
<td>.949</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>34</td>
<td>81.47</td>
<td>5.287</td>
<td>.907</td>
</tr>
</tbody>
</table>

Mean was the average of the score. The pre-test mean score of control group was 81.32. The pre-test mean score of experimental group was 81.47. The pre-test score must be distinguished from the post-test to find out the difference between the two scores. The results of the post-test scores can be seen from the following table:
Table 2. Post-Test of Control and Experimental Group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Control</td>
<td>34</td>
<td>83.03</td>
<td>4.502</td>
<td>.772</td>
</tr>
<tr>
<td>Experimental</td>
<td>34</td>
<td>86.18</td>
<td>3.802</td>
<td>.652</td>
</tr>
</tbody>
</table>

The table showed that 83.03 was the mean score of control group whereas 86.18 was the mean score of experimental group. The mean score of the pre-test for control group was 81.32 while the post-test mean score was 83.03. It means that the students’ score only increased by 1.71. The mean score of the pre-test for experimental group was 81.47 while the post-test mean score for experimental group was 86.18. It means that the student score increased by 4.71.

The last test was the t-test. The test was done by using independent sample t-test from SPSS software. The results of the test can be seen in the table:

Table 3. Independent Sample T-Test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Score Equal variances assumed</td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

The Independent Sample T-test showed that significance Two-Sided p was 0.003. The data showed that (2-tailed) was 0.003<0.05, it means that Ha was accepted and H0 was rejected. It can be concluded that there was significance difference on students’ writing ability after students were taught by using PowToon. In other words, PowToon was more effective to be used in teaching narrative text. Therefore, the post-test data experimental group was better than control group.
Discussion

This study was conducted by pre-test for control and experimental group on the first meeting, treatment for experimental group and without treatment on the second until fourth meetings, and the last was post-test for control and experimental group.

After doing the treatment, the researchers analyzed the data. The students’ mean score for control group was only increased by 1.71. Because the pre-test score was 81.32 while for post-test was 83.03. The students’ mean score for experimental group was increased by 4.71. Because the pre-test score was 81.47 while the post-test mean score for experimental group was 86.18. From the result, the independent sample t-test showed that sig (2-tailed) was 0.003<0.05, so the result of experimental group in post-test was higher than the control group. It means using PowToon as a medium for teaching was effective to improve students’ writing ability in narrative text.

The results of this study have similarities and differences with the previous studies. Firstly, the study from Fauziah (2021) entitled “Teaching Media PowToon to Assist Students Writing of Narrative Text” showed that there was an improvement on the students’ abilities after using PowToon. In the present study conducted by the researchers, there was also an improvement on the students' abilities. However, the difference was that in Fauziah’s research, the improvement that occurred was on the students’ confidence, while in this study the improvement was on the students’ ability to write a narrative text.

Secondly, the study entitled “The Effect of Using PowToon toward Students’ Motivation in Writing” from Anita et. al (2021) showed a significance effect of using PowToon. In the study conducted by the researchers, there was a significance effect of using PowToon as well. However, the different result between the two studies was in the research by Anita, the significance effect was on students’ motivation in writing, while in this study the significance effect was on the students’ writing ability. In addition, the text used in Ningsih’s study was recount text, while in this study the text used was narrative text.

Thirdly, the next research was the research by Ningsih (2021) entitled “Teaching Writing Recount Text by Using PowToon Video”. This qualitative study showed that there were several benefits of using PowToon in learning. They were: 1. Building enjoyable class situation; 2. Increasing the motivation and enthusiasm in writing; 3. Realizing students for being self-learners; 4. Developing the creativity from the teacher. Of course, the results of the study conducted by the researchers was different. Ningsih’s qualitative research results were about the benefits of using PowToon, while the quantitative research results in this study were about improving students’ writing ability. In addition, the text used in Ningsih’s study was recount text, while in this study the text used was narrative text. As a result, it can be concluded that there are similarities and differences between the results of this study and the previous studies.
CONCLUSION
The results showed that there was a significance difference in the scores between the experimental group who was taught using PowToon Software and the control group who was taught without PowToon. It could be proven from the mean score of control and experimental group in the pre-test and post-test. In this study, it was found that PowToon was an effective way for teaching writing of narrative text because students got higher writing score.

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How to Cite (APA Style):


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