(REVIEW ARTICLE)

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# The development of learning media based powtoon in interpersonal text materials at seventh grade

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## Abstract

This research aimed to investigate the students' need in interpersonal text materials and to develop learning media based PowToon in interpersonal text materials at seventh grade in MTs Cendekia Muhammadiyah Kotamobagu in Academic Year of 2020/2021. This research used research and development (R&D) design by Borg and Gall. The data were collected through observation, interview, questionnaire, document analysis, and expert judgement validation. The learning media based PowToon in interpersonal text materials were validated by the material expert and media expert and were also done field testing to the twenty six students. The data were analysed descriptively qualitative. The result of this research indicated that

- More than half of the total students were powerfully agree, genuinely need, and surely support the development of learning media based powtoon in interpersonal text materials.
- The learning media based powtoon consist of opening, warming up, learning material, learning activities, and closing.

The result of material expert validation was 95% and the result of media expert validation was 97% which were categorized good/valid/eligible learning media. The students showed a positive response toward the use of learning media in interpersonal text materials in the classroom. It is signified that the learning media based PowToon can be applied in teaching and learning process.

**Keywords:** PowToon; Interpersonal text materials; Learning media; Indonesia

## 1. Introduction

Nowadays, technology plays a vital role in education, especially in teaching. By using digital learning tools effectively can make the process of learning is more interesting, more innovative and it can increase student engagement. Furthermore, technology is a kind of learning media. Moreover, media refers to the tools and channel which is used to deliver information (Mahnun, 2012). According to Angkowo *et al* (2007), media is everything that can be used to convey message, encourage thoughts, feelings, attention, and the willingness of students, so that the students can be assisted and involved in the learning process. In addition, the main purpose of learning media is as utensil to succeed the goals of learning. The more effectual the used of learning media, the more successful the learning process will be. Consequently, selecting the suitable media will considerably influence the success of the learning process. According to Marpanji *et al* (2018), there are several points that must be considered in determining the kinds of learning media, such as learning objectives, learning material to be delivered, student characteristics, types of media suitable for use, environments in which students take lessons, and as well as available resources.

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In addition, there are several topics in English based on 2013 curriculum. The topic is also known as Basic Competence. In Junior High School, the number of basic competencies at each level is different. According to Permendikbud in 2016, no 24, in the first level of Junior High School, there are eight basic competencies; in the second level, there are thirteen basic competencies; and the third level is eleven basic competencies. These basic competencies are the guide for teachers to teach English. Interpersonal text is one of the basic competencies at the first level of 2013 curriculum. The Interpersonal text topics consist of greetings, leave taking, thanking and apologizing. Moreover, Interpersonal text is a text which is used to communicate or socialize with others. Nuha (2014) stated that interpersonal conversation is to establish or to maintain the social relationships, such as personal interviews or informal conversation role plays.

However, based on the observation in MTs Cendekia Muhammadiyah, the new students in the seventh grade have a problem in learning English. They were difficult and need more time to understand the materials especially the topic that required them to socialize with others or called interpersonal text materials which consist of greeting, leave taking, thanking, and apologizing. Regarding the data from the English teacher, there are about 75% students who cannot reach the minimum criteria of mastery learning in daily exam in academic year of 2020/2021 and about 70% students in 2021/2022 related to these topics. Based on this data, the researcher interviewed some students related to their experience when learning interpersonal text. It can be concluded that there are several reasons of why the students cannot achieve the minimum criteria of mastery learning in interpersonal text materials.

The first is lack of learning media. Based on the interview, the students used the textbook as the learning media. It is known that the language which is used in the textbook nowadays is quiet difficult to understand and it is not appropriate with the language ability of the students of MTs Cendekia Muhammadiyah. The textbook also has less varied examples and sometimes it is confusing the students. Therefore, the lack of learning media can affect students' learning motivation and achievement because they do not interest with the material so that they do not understand. However, the learning media in teaching interpersonal text should be develop to make the students interest, motivate, and more understand about the material. So that, they will attain the good score in interpersonal text materials.

Second, the background of the students. Based on the interview with the seventh grade students, most of them did not have English subjects in elementary school and they also never took English courses before. Some of the students were familiar with English because of game and music. Moreover, although learning English is demanded for the students, but they keep trying to learn it and give idea on how to learn English that they like. Then the researcher asked them "do you prefer to study by using textbook or watching video while learning interpersonal text". Almost all students said watching the video. It is because these materials involve communicate between one another. Therefore, difficulty in learning is not only because of the students' background but also the learning media which plays an important role in making students understand and interested in learning. Conversely, it is essential to develop the learning media based on the students' characteristics and ability in English, especially video-based learning media.

Concerning to the issues above, it is crucial to develop the learning media which is applicable with the students' characteristics, students' capability, the learning objectives, learning material to be delivered, environments in which students take lessons, and as well as available resources. According to Arsyad (2011) stated that the complexity of the material presented to students can be simplified with the help of the media. Hence, one of the applications that can be developed into the proper learning media based on the students' need is PowToon application. PowToon is one of multimedia application that can use as learning media with many features. PowToon is an abbreviation from Powerpoint and Cartoon which is used to create animated presentation videos to explain the material. In addition, PowToon consist of several features such as cartoon animation, images, video, music and also voice-overs. According to Graham (2015), PowToon is an online web application used to create animated cartoons or presentation videos in an easy way. Furthermore, this application is truly suitable to use for teaching interpersonal text because the teacher can insert the cartoon animation to illustrate the dialog between two people or more. Moreover, Basriyah and Sulisworo (2018) stated that the use of video animation made the teaching and learning process become more interesting, interactive, and was able to motivate the students in understanding the materials. Therefore, this study aimed to investigate the students' needs in interpersonal text materials at seventh grade in MTs Cendekia Muhammadiyah Kotamobagu in Academic Year of 2020/2021 and to develop learning media based PowToon in interpersonal text materials at seventh grade in MTs Cendekia Muhammadiyah Kotamobagu in Academic Year of 2020/2021.

## 2. Literature Review

PowToon is the abbreviation of power point and cartoon. This is an online tool that used to create animated videos for personal, educational, or business/professional use. PowToon can be used by educators to create animated presentations of content for students to view. Educators can also use it as a form of assessment by asking students to

create their own animations. Using Audio/Video rather than standard presentation tools moves users away from over-reliance on text to convey ideas and users are able to create more engaging experiences for their audience.

This study used the need analysis theory by Hutchinson & Waters (1987). This theory divided need analysis into two parts, namely target needs and l1earning needs. The target needs refers to the learners' necessities, lacks and wants for functioning effectively in the target situation. First, "Necessities" is defined as what the learner has to know in order to function effectively in the target situation. Second, "lacks" is referred to the gap between the existing proficiency of learners and the target proficiency of learners. The last is "wants" is what the learners expect about language area that they want to be mastered. While learning needs refers to the learners' motivation and attitudes, interests, personal reasons for learning, learning styles, resources and time available. It also defined as what the learners need to do to master the required knowledge and skills.

Moreover, the steps used the theory of Research and Development (R&D) by Borg and Gall (1983), which consist of research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, and main field testing.

## 3. Methodology of Research

The research conducted in MTs Cendekia Muhammadiyah Kotamobagu, North Sulawesi. The participants of this research were the seventh grade students of MTs Cendekia Muhammadiyah Kotamobagu in the first semester in academic year of 2020/2021 which consisted of twenty students. Moreover, the data gained from the observation, interview, questionnaire, document analysis and expert judgement validation.

In analysing the data, the result of needs analysis questionnaire were analysed by using descriptive statistic after calculating the scales. The four-point scales are as follows.

**Table 1** Scale of Questionnaire

| 1 | Strongly disagree with the statement |
|---|---|
| 2 | Disagree with the statement |
| 3 | Agree with the statement |
| 4 | Strongly agree with the statement |

Then, the data obtained from the questionnaire will be calculated by using the formula, as follows.

$$P = \frac{f}{N} \times 100\%$$

Where;
P = percentage
f = frequency
N = the total of respondents

In addition, the results of the validation of the expert team and the student questionnaire after implementing the final product will use the equation below by Wijaya (2015).

$$PPV = \frac{\sum \text{Validator Answer}}{\sum \text{Highest Score of Validator}} \times 100\ \%$$

Where,
PPV = Percentage of validator ratings
Σ validator answers = Total number of validator answers
Σ Highest score of validator = Total number of highest validator score

After determining the percentage of experts' judgment, then the percentage will substitute to be the category as the theory of Ridwan (2011) as follows.

**Table 2** Validator Assessment Scale and Students Questionnaire

| Percentage | Category |
|---|---|
| 80.00-100 | Good / Valid / Eligible |
| 60.00-79.99 | Good Enough / Quite Valid / Fair Enough |
| 50.00-59.99 | Less Good / Less Valid / Not Feasible |
| 0-49.99 | Not Good (Replaced) |

The learning media PowToon can be used if the result of respondents assessment include in "Good" category.

## 4. Results

The following were the result of students' needs analysis at seventh grade in MTs Cendekia Muhammadiyah Kotamobagu in Academic Year of 2020/2021.

- 65% students learning interpersonal text materials to get good score in the daily examination, final examination, and national examination.
- 96% students think that studying interpersonal text materials are very important.
- 69% students agreed that learning interpersonal text materials will be very useful for helping them to communicate by using formal and informal expression.
- 88% students at the beginner level in English.
- 61% students have difficulties in understanding the pronunciation.
- 84% students want to understand the example and the meaning of the text that is presented after learning interpersonal text materials.
- 80% students want to use animation video as learning media in learning interpersonal text materials.
- 96% students want to learn interpersonal text materials in the form of the dialogue with animation video.
- 84% students will understand interpersonal text materials if it contains of illustration in the form of animation video.
- 80% students need the task which is relate to their daily life.
- 65% students like the activities such as read and answer the questions, and fill in the blank after learning interpersonal text materials.
- 53% students like to learn interpersonal text materials in pairs and in a small group.
- 57% students agreed that it is better for them to ask teacher if do not understand in learning.
- 65% students agreed that it is better for teacher to use the media that help students to easily understand the material when teaching.

After gained the result of the students' need analysis, then the researcher created the preliminary form of product. There were four topics that were developed into PowToon, namely greeting, leave taking, thanking, and apologizing. Moreover, the design of the learning media based PowToon Video started from the introduction the topic, warming up, learning materials, learning activities, and closing. In addition, each topic was evaluated by material and media expert to determine the feasibility of the learning media based PowToon. Based on the evaluation and assessment by the material and media expert, all of the products were categorized as Good/Valid/Eligible videos. The next was the implementation of the final product in the seventh grade students. Furthermore, the responses of students after implementation were gained through questionnaires. The students showed a positive response toward the use of learning media in interpersonal text materials in the classroom. Beside of the students' enthusiasm, this learning media were able to motivate the students to be active during the learning, create communicative condition, could attract students' attention, and preserve their concentration during the learning process. Moreover, they also suggested emphasizing the learning media based PowToon to use in the learning process.

## 5. Discussion

This research used Research and Development theory purposed by Borg and Gall (1983). There are six steps in this study, namely research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, and main field testing. The following are the explanation of each step in collecting and analysing the data.

This step started with the research and information collecting. In this phase, the researcher observed the process of teaching and learning in the classroom. The researcher asked several questions related to students condition in learning English especially interpersonal text materials. Next, the researcher collected the information from the students through the questionnaire in order to investigate the students' needs in learning English. Based on the result of the questionnaire about the students' needs including the students' background, target needs, and learning needs, it was indicated that the students powerfully agree to learn interpersonal text materials by using the learning media.

The second step was planning. In this phase, the researcher assembled the information of learning media that is appropriate with the characteristics and needs of the students, environments in which students take lessons, and as well as available resources. Based on some consideration, PowToon application is suitable to use as learning media in interpersonal text materials because all the features in this application is in accordance with the students' need regarding the result of needs analysis.

The third was developing preliminary form of product. In this phase, the researcher was developed the preliminary product of learning media based PowToon in interpersonal text materials. Interpersonal text materials consist of four topics, namely greeting, leave taking, thanking, and apologizing. The product of learning media based PowToon in interpersonal text materials that was developed by researcher were created in order. The first screen was started from the introduction of the topic, then continued with warming up, definition, materials, activity, and closing. Also, each material in video equipped with the English voice overs that make the viewer understand how to pronounce the expression of each topic in accurate way.

The fourth was preliminary field testing. In this phase, the researcher tested the product of learning media based PowToon in interpersonal text materials to small group which consists of five students at seventh grade in order to identify their response and comment related to the product. The result of preliminary field testing for small group students revealed that the students were enthusiastic and focus to learn by using the learning media based PowToon in interpersonal text materials. Therefore, there was no revision to this product.

The fifth was main product revision. After the preliminary field testing, then the researcher revised the product. But in this case, there is no revision. Therefore, this product is the main product of learning media based PowToon in interpersonal text materials that were validated by the experts through the questionnaire. There are material expert validation and media expert validation. The material expert is a teacher, and the media expert is a lecturer. The result of experts' validation indicated that the learning media based PowToon in interpersonal text materials categorize as "Good" learning media which means it can be utilized in learning process.

The last step was main field testing. After the main products were validated by the experts, then the researcher make the final product. Therefore, in this phase, the researcher tested the final product of learning media based PowToon in interpersonal text materials to the big class or to seventh grade, which consists of twenty six students. After the trial, then the students was filled the questionnaire related to their response of the final product. Finally, the result of twenty six students' response designated that the learning media based PowToon in interpersonal text materials categorize as "Good" learning media which means it is applicable and it can be applied in learning process.

The following is one of the final products of learning media based PowToon in interpersonal text materials at seventh grade.

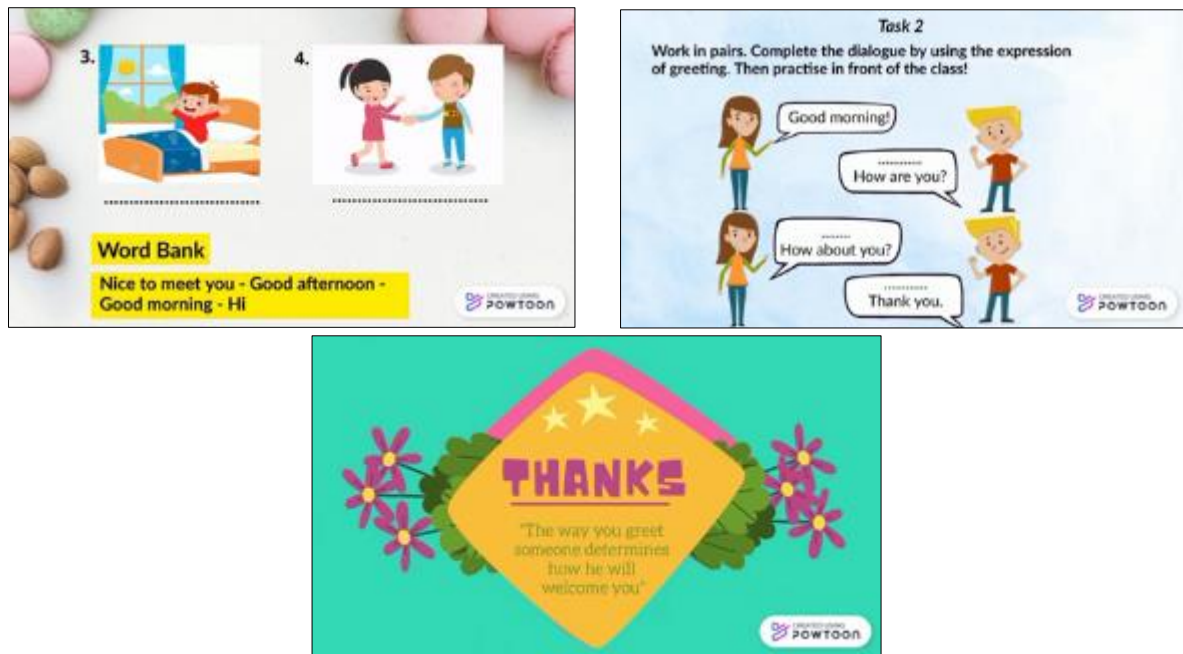## 6. Video 1: GREETING - https://youtu.be/lAi9vgN19A8

**Figure 1** Author's Final Product of learning media based PowToon

## 7. Conclusion

After analysing the students' needs analysis then developing the learning media based PowToon, it is revealed that the students need the learning media that was suitable with their characteristics and abilities. It also showed that the students have a positive response toward the use of learning media based PowToon in interpersonal text materials that has been developed when it applied in the classroom. Beside of the students' enthusiasm, this learning media were able to motivate the students to be active during the learning, create communicative condition, could attract students' attention, and preserve their concentration during the learning process. Moreover, they also suggested emphasizing the learning media based PowToon to use in the learning process. All in all, the students, teachers and all people can access the four videos as the final products of this article on the researcher YouTube channel "Intan MS". The first video is greeting expression in https://youtu.be/lAi9vgN19A8, the second is leave taking in https://youtu.be/Lyts7RhUh5c, the third is thanking in https://youtu.be/VaZvF7Mt61s, the last is apologizing in https://youtu.be/n8dfThZmP-A.

## Compliance with ethical standards

*Disclosure of conflict of interest*

No conflict of interest.

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