

**THE USE OF POWTOON IN TEACHING WRITING
NARRATIVE TEXT OF THE 9TH GRADERS
AT SMP N 1 KEDUNGJATI**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Education**



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PAGE OF APPROVAL

A Final Project entitled

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OF THE 9TH GRADERS AT SMP N 1 KEDUNGJATI**

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PAGE OF STATEMENT

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, 16 August 2023



MOTTO AND DEDICATION

MOTTO:

“Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release.

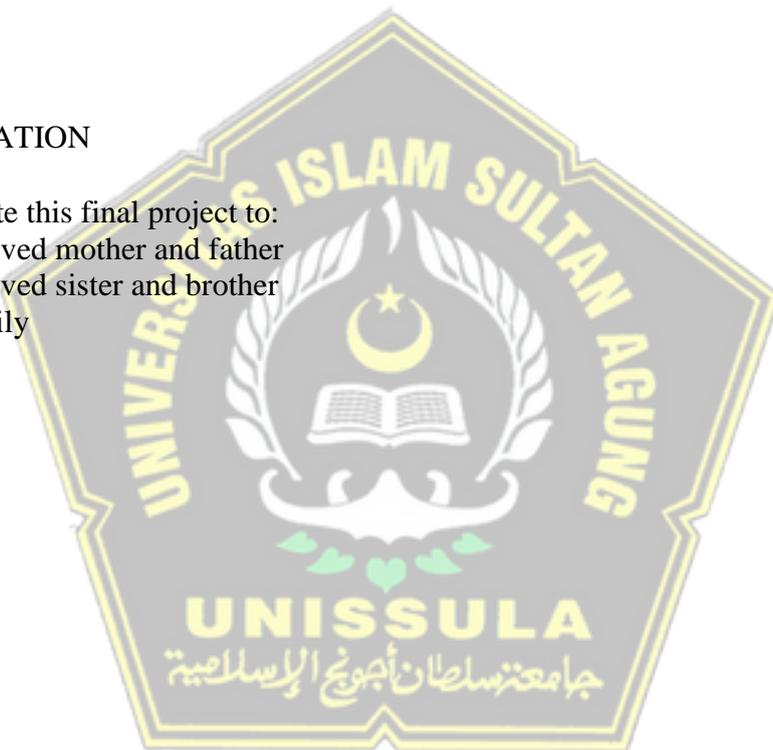
What I mean by that is, knowing what things to keep and what things to release.

You can't carry all things.”

-Taylor Swift-

DEDICATION

I dedicate this final project to:
My beloved mother and father
My beloved sister and brother
My family



ABSTRACT

Pitriyani. 2023. “*The Use of Powtoon in Teaching Writing Narrative Text of the 9th Graders at SMP N 1 Kedungjati*”. A final Project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Nani Hidayati, S.Pd., M.Pd.

The aim of this study was to find out whether or not the use Powtoon is effective to improve students' writing narrative text of the 9th graders at SMP N 1 Kedungjati in the academic year 2023/2024. The type of this study was a quasi-experimental research and the method was a quantitative method. The population of this study was the ninth graders of SMP N 1 Kedungjati and the sample consisted of 32 students of IX A as the experimental class and 32 students of IX B as the control class. The try-out test for IX E class was done to know the validity and reliability of the instrument. Pre-test and post-test were given to the experimental and control class. The result was analyzed by using SPSS 23 version. The results of the pre-test for the experimental and control classes were 85.31 and 78.00. While the result of the post-test of experimental and control classes were 87.88 and 80.19. The post-test results from both classes were analyzed by using t-test. The result of the analysis shows that sig.(2-tailed) 0.00 is < 0.05 which means there was significant difference in the result score between the experimental group and control group. It was concluded that H1 was accepted and H0 was rejected. Therefore, the use of Powtoon in teaching writing narrative text of the 9th graders at SMP N 1 Kedungjati was effective.

Keyword: Narrative Text, Powtoon, Writing

INTISARI

Pitriyani. 2023. *“The Use of Powtoon in Teaching Writing Narrative Text of the 9th Graders at SMP N 1 Kedungjati”*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung. Dosen Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Powtoon efektif untuk meningkatkan siswa menulis teks naratif kelas sembilan di SMP N 1 Kedungjati tahun ajaran 2023/2024. Jenis penelitian ini adalah penelitian experiment semu dan metode yang digunakan adalah metode kuantitatif. Populasi dalam penelitian ini adalah siswa kelas sembilan SMP N 1 Kedungjati dan sampel penelitian ini terdiri dari 32 siswa kelas IX A sebagai kelas eksperimen dan 32 siswa kelas IX B sebagai kelas kontrol. Uji coba untuk kelas IX E dilakukan untuk mengetahui validitas dan reliabilitas instrumen. Pre-test dan post-test diberikan kepada kelas eksperimen dan kontrol. Hasilnya dianalisis dengan menggunakan SPSS versi 23. Hasil pre-test untuk kelas eksperimen dan kontrol adalah 85,31 dan 78,00. Sedangkan hasil post-test untuk kelas eksperimen dan kontrol adalah 87,88 dan 80,19. Hasil post-test dari kedua kelas dianalisis dengan menggunakan uji-t. Hasil analisis menunjukkan bahwa sig.(2-tailed) $0.00 < 0,05$ yang berarti terdapat perbedaan skor hasil yang signifikan antara kelompok eksperimen dan kontrol. Disimpulkan bahwa H1 diterima dan H0 ditolak. Oleh karena itu, penggunaan Powtoon untuk mengajar siswa menulis teks naratif kelas Sembilan di SMP N 1 Kedungjati efektif.

Kata Kunci: Teks Naratif, Powtoon, Menulis

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Thank you very much for all the people who cannot be mentioned one by one who helped me in writing this final project, may Allah bless you all. Finally, eventhough this study is still far for being perfect, hopefully this research will be useful and benefical to the improvement of our knowledge.

Semarang, 16 August 2023



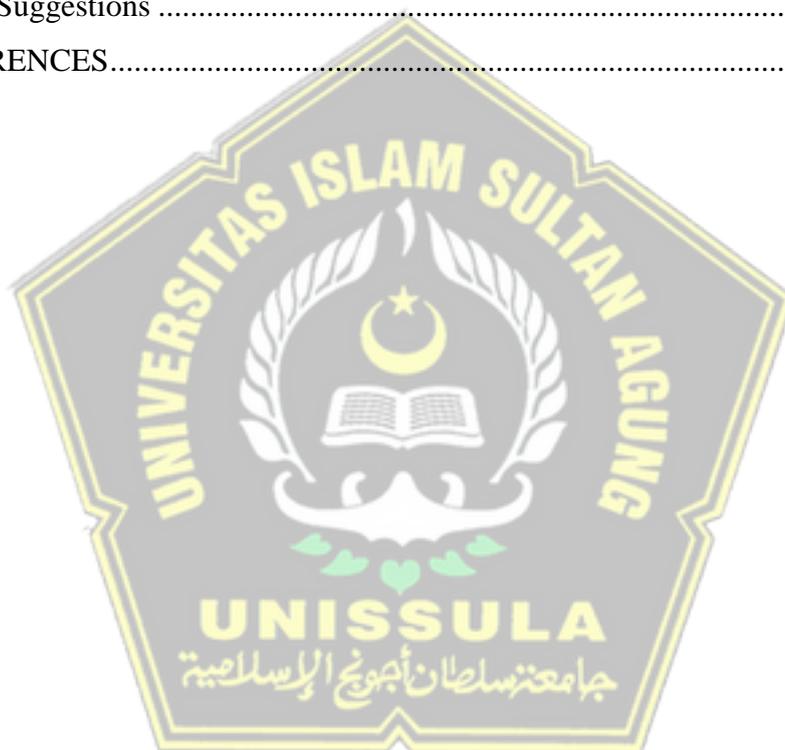
Pitriyani

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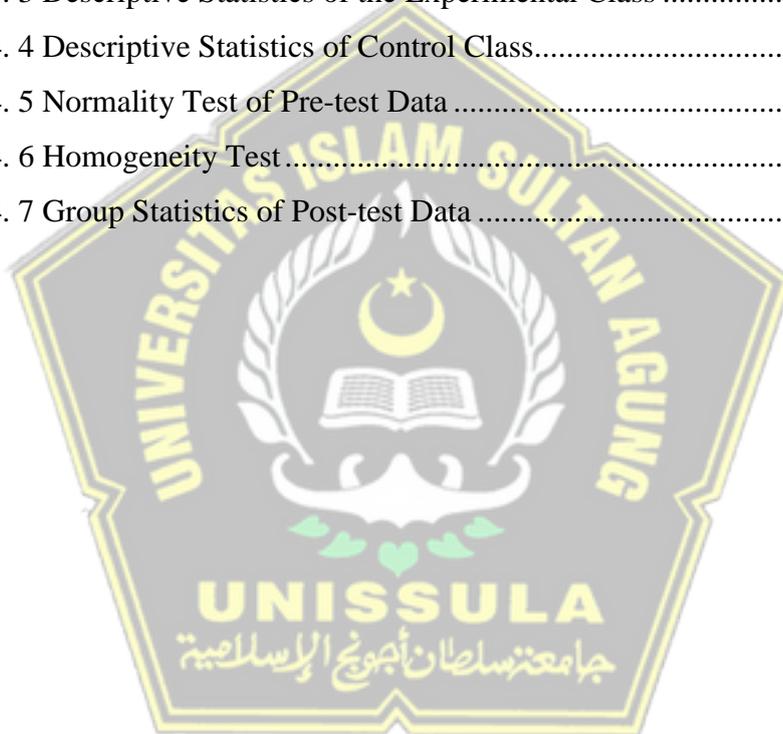
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CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

1.1 Background of the Study

As an effective communication tool, language played an important role in human life. English is one of the most significant languages spoken worldwide. In the field of education, Indonesia is one of the countries where English is the main foreign language. According to Nishanthi (2018), learning English was important because it empowered you to communicate effectively with everyone. Therefore, educators must be ready and able to develop their English competence as an international language taught to students through learning process activities. Teachers needed to have the ability to manage and create effective learning classes with the aim of achieving appropriate educational outcomes in the process of learning and teaching English. As a result of this, like other languages in general, there were four skills that had to be trained so that students could master English well.

According to Pamuji and Setyami (2021), the four skills including listening, speaking, reading, and writing were prerequisite for learning English. Speaking and writing were classified as productive language skills, while listening and reading were classified as receptive language skills. The reason why it was said to be productive because these skills was used to produce language to convey meaning.

Whereas in repressive, skills were used to capture and digest meaning to gain understanding of delivery in the form of verbal and non-verbal language (Zainurrahman, 2013). The mastering of skills from beginning to end was that listen before speaking more, reading more, followed by writing. Writing is the last skill that human had, therefore it was considered the most difficult skill.

According to Kurniawati (2019), writing is a person's activity for communicating thoughts, ideas, and concepts using words that are put together to form sentences. Writing was described as the act of putting thoughts into written form or communicating ideas to others through written words. The majority of the language skills that students were supposed to acquire was writing, with the goal of enhancing the effectiveness and caliber of learning English through writing. It was expected of the students to have been capable to convey their ideas, emotions, and thoughts into writing. It took a continuous process to practice which was expected to bring out the desire and ability to write. Zainurrahman (2013) states that practice is the main key to achieving the predicate of being able to write properly and correctly. In order to create an interesting process of English writing teaching and learning, writing must be supported by various methods and media.

As have been mentioned above, teaching contains two important elements, namely methods and media. The two aspects were interrelated and influenced each other. The importance of using media was states by Hamalik (1986) in Arsyad (2013) that incorporating media into lessons and learning activities can boost student interest, motivation, and enrichment of learning activities as well as have psychological effects on them. By applying in learning must be adjusted to the characteristics of the subject matter, students, and technological developments.

Considering outcomes from field research at SMP N 1 Kedungjati, Grobogan in January 2023, it proved that learning English has several obstacles. The class IX work of producing narrative texts was one of the challenges. According to an English teacher, she confirmed that the majority of students struggled to write. One of the reasons was the transition from primary school to middle school. The students who could not arrange words become one of the problems in writing. Other factors that caused errors in writing were low students' motivation, attitudes, and poor students' responses during the learning process. The large number of students in one class made the situation less constrained. She concerned about overcoming this. However, this problem continues to arise, although not as bad as it was at the beginning of junior high school.

The students' writing skill was not maximized and were still low as explained in the previous paragraphs. Based on these problems, it was concluded that there was a need for a learning medium to solve the obstacles in writing. The right learning medium was expected to be able to overcome the difficulties experienced by the students in learning English, especially for writing. Therefore, this study tried to find out the effectiveness of Powtoon to assist students' writing narrative text. The title of this research was *The Use of Powtoon in Teaching Writing Narrative Text of the 9th Graders at SMP N 1 Kedungjati*.

1.2 Reasons for Choosing the Topic

There were 3 reasons for choosing the topic as follows:

1. The students had problems in writing, they lacked motivation and interest in writing.
2. The use of Powtoon medium in writing narrative text in this school has not been implementation. Therefore this study wants to reveal whether this medium is more effective in teaching narrative text than without Powtoon
3. Most of the students were afraid to try in expressing writing their ideas out. The teacher had to provide interesting learning media so that the students could write narrative text well.

1.3 Statement of the Problem

Is the use of Powtoon effective to assist 9th graders' writing narrative text at SMP N 1 Kedungjati in the 2023/2024 academic year?

1.4 Objective of Study

To find out whether or not the use of Powtoon is affective to assist 9th graders' writing narrative text at SMP N 1 Kedungjati in the academic year 2023/2024.

1.5 Hypotheses of the Study

The hypotheses of the study were:

1. The null hypothesis (H_0) is no difference in the sample means or proportions with the population mean or proportions. That is, there is no difference or mutual influence between the two variables.

H_0 : There is no difference between 9th graders of SMP N 1 Kedungjati who are taught writing narrative text by using Powtoon and those who are not taught by using it.

2. The alternative hypothesis (H_1) is an observable effect between the two variables in the experiment. That is, there are differences and the nature of mutual influence between the two variables studied.

H_1 : There is difference between 9th graders of SMP N 1 Kedungjati who are taught writing narrative text by using Powtoon and those who are not taught by using it.

1.6 Limitation of the Study

Based on the problems described in problem identification, this research were limited and focused some aspects as follows:

1. The English teaching media used Powtoon.
2. The genre is limited to writing narrative text.
3. The 9th A and 9th B graders of SMP N 1 Kedungjati in the academic year 2023/2024 as the subject of the study.

1.7 Significance of the Study

This research was expected to provide practical and pedagogical significances in teaching English. The benefits as follows:

1. Practical Significance

a. For the students

This research was expected to be able to provide encouragement as well as solutions for students to be able to write narrative text well. Changing their opinion on writing, especially writing narrative text that seem monotonous and boring, becomes learning that is interesting and fun, especially in writing skills by using interesting media like Powtoon.

b. For the teacher

This research was expected to be an idea for teachers and schools regarding the application of Powtoon as media in teaching narrative text. Developing this process becomes an alternative choice and fixing something that is felt to be less supportive in the teaching and learning process at school.

c. For the next researcher

This research was expected to add insight and become a lesson in which to see directly the problems that exist in the field, as well as how to solve these problems. This research can be used as an illustration when become a teacher in teaching writing skills to students.

2. Pedagogical Significances

a. The teacher

This research was expected to provide teachers with knowledge about technology, especially learning media such as Powtoon.

b. The students

This research was expected to provide more insight and understanding to students regarding Powtoon learning media in the learning process.

c. The school

This research was expected to contribute to the field of education, especially in the development of learning media in high schools. So that learning, especially learning to write, becomes more interesting, innovative, and meaningful for students.

1.8 Definition of Key Terms

1. Powtoon

Powtoon is a cutting-edge and user-friendly web tool that enables the creation of engaging animations from animated videos (Graham, 2015).

2. Writing

Reszy (2013) states that writing is a communication medium between writers and readers.

3. Narrative Text

According to Munthe (2016) that narrative text is a series of events that are interconnected and contain stories, both written and unwritten.

1.9 Organization of the Study

The structure consists of five chapters. Each chapter had its own Discussion. Chapter one is an introduction, chapter two contains review of related literature, chapter three contains method of the study, chapter four contains finding and discussion, and chapter five contains conclusion and suggestions.

Chapter I is Introduction. This chapter presents the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II presents Review of related literature. This chapter consists of Writing, Narrative Text, Powtoon, and the Review of the Previous Studies.

Chapter III consists of Method of Study. It contains the Design of the Study, the Subject of the Study, the Data of the Study, the Instrument of the Study, the Validity and Reliability, the Technique for Collecting Data, the Data Collecting Procedure, the Mode of Scoring, the Data Analysis, and the Time Schedule.

Chapter IV presents Finding and Discussion. It discusses the Description of the School, the Description of the Subject, the Instrument Validity and Reliability, the Result of Experimental Class, the Result of Control Class, the Data Analysis, the Treatment, the Result of Independent Sample T-test, and the Discussion of Research Finding.

The last chapter V consists of Conclusion and Suggestions. It presents the Conclusion and the Suggestion for the Teachers, the Students, and the Future Research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a Review of Related Literature contains Writing, Narrative Text, Powtoon, and the Review of the Previous Studies.

2.1 Writing

This sub chapter consists of the Definition of Writing, the Purposes of Writing, and the Benefits of Writing.

2.1.1. Definition of Writing

Communication that involves expressing ideas and thoughts through the use of written language in communication that contains written material is the definition of writing. Writing activities involved four elements, namely the author as the message, the contents of the writing, the channel or media, and the reader. According to Graham (2018), writers used their versatile skills to express feelings, learn new ideas, heal psychological wounds, create imaginary worlds, record information, persuade others, entertain others, record experiences, and explore the meaning of situations and events. Writing was an act of communication that was considered a skill. These skills required practice and learning to develop. The basic purpose of the school was to teach students to become competent writers where they began to learn to write at home. According to Troia (2014), writing was one of the ways teachers provide broad opportunities to students. These opportunities included changing ideas, manipulating, thinking, and reflecting their beliefs, confusion, and knowledge in written form.

Writing is a place to channel communication an indirect way. Writing activities are needed by students to fulfill their duties as a student. Troia (2014) states that writing gives students the chance to reflect on their prior knowledge, views, and confusions as well as to think about, manipulate, and modify ideas. A communication method that uses writing as a tool or medium for conveying messages is the notion of writing.

Transferring information through a medium in the form of notes is what writing entails. The media used by a writer is usually pens and books, as periods and technology have evolved, writing activities can be done by typing on a computer or laptop. Many people were interested in writing to express themselves and express all the ideas they had. There were many suggestions that supported the advancement of his writing skills, for example writing statuses on social media, a blog, an article, etc. This was supported by the many places that facilitate someone to write (Sianturi, 2017). It can be concluded that writers can express their ideas and writings freely through the many available platforms.

Based on the theory above, it can be concluded that writing involves several different tasks to communicate indirectly to express ideas and thoughts conveyed through written language. With writing activities at school, students could express their ideas, thoughts, ideas, and creativity. Writing can also increase students' intelligence, stimulate students' abilities and willingness, develop students' creativity to gather information.

2.1.2. Purposes of Writing

The purpose of writing was to express ideas in a certain way and make an impression on the reader. According to Susanto (2016), the purposes were categorized into four types as follows:

1. Informative discourse is writing that tries to inform or instruct.
2. Persuasive discourse is writing that persuades or compels readers to believe the things being communicated are true.
3. Literary writing or discourse refers to writing with an aesthetic or entertainment focus.
4. Expressive discourse is writing that conveys intense and passionate thoughts and sensations.

It can be concluded there were four purposes in writing. In addition to providing information to the reader, writing also aimed to convey the truth of existing ideas. Not only that, writing is a means of entertaining and as a means of expressing the feelings of the writer as outlined in written form.

2.1.3. Benefits of Writing

There were 7 benefits obtained in writing activities according to Helaluddin and Awalludin (2020), as follows:

1. Writing can develop ideas according to the writer's skills.
2. Writing can find out in detail about its potential and abilities that writers must develop.
3. Writing can develop the writer's ideas.
4. Writing can foster a sense of objectivity for the author.
5. Writing can develop facts and insights that have a connection.
6. Writing can help solve problems.

Based on the theory above, there were benefits that could be taken by the

writer. The ideas and abilities of the writer can be developed based on interrelated insights and facts. But not only that, writing is also a way to help solve problems the writer has.

2.2 Narrative Text

This sub chapter consists of the Definition of Narrative Text, the Social Function of Narrative Text, the Generic Structure of Narrative Text, the Linguistic Features of Narrative Text, and the Example of Narrative Text.

2.2.1. Definition of Narrative Text

Kosasih (2014) defines that narrative as a paragraph that tells an event. With paragraphs, the reader seemed to be able to feel and experience the events being told. Narrative paragraphs could be developed from various patterns including time and place. A narrative is a type of discourse that tries to convey to the reader as vividly as possible an event that has already happened.

Based on the theory above, it can be concluded that narrative is a story based on a sequence or series of events. The sequence of events in the narrative contain human experiences in a time sequence. Therefore, this narrative tells the chronological sequence of events that occur in one unit of time.

2.2.2. Social Function of Narrative Text

The social function of narrative text is to entertain and amuse the reader about a story with actual experience in a different way. Herman (2014) states that it was introduced to entertain readers with imaginary or actual experiences in a different way. It can be concluded that the social function of narrative text besides being entertaining is to make the audience think about an issue and to provide lessons from what they read or hear.

2.2.3. Generic Structure of Narrative Text

According to the Ministry of National Education in Yulis (2016), generic structure is the structure of the text. Narrative text had a generic structure as follows:

1. Orientation is the setting, main character and possibly some minor characters, and time. This part sets the moods and invites the readers continue reading.
2. Complication is series of events affect what will happen in the story. The sequence of events in which the main character and other characters react to the complication or conflict. The conflict that occurs serves to build tension and attract the reader's interest to lead to a climax or major problem.
3. Resolution is the final part that contains problem solving from conflicts that occur in the complications section. This resolution becomes part of the story and can lead to a happy or sad ending.

It can be concluded that there is a structure in the narrative that must be considered in building a narrative. A good narrative has an opening paragraph that introduces the narrative subject, there is a problem, and it also has a final conclusion that marks the end of the story.

2.2.4. Linguistic Features of Narrative Text

According to Aulia (2019), there were six elements of language used in writing narrative paragraphs, these elements of language as follows:

1. Past tense: drunken, walked, talked, etc.
2. Adverb of time: one day, once upon a time, long time ago, etc.
3. Time conjunction: then, when, while, etc.
4. Specific character: Snow White, Rapunzell, Thumbelina, etc.
5. Action verb: killed, picked, jumped, etc.
6. Direct speech: One of dwarfs said, "If you wish, you may live here with us",

The swallow said, “This my home”, “What’s for?” asked the crocodile.

2.2.5. Example of Narrative Text

Snow White

Orientation Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them

Complication Snow White didn’t her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were leaving breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Resolution Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?”. Snow White said, “My name is Snow White”. One of the dwarfs said, “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

(Dermawan, 2018)

2.3 Powtoon

This sub chapter consists of the Definition of Powtoon, the Benefit of Powtoon, and the Advantages and the Disadvantages of Powtoon.

2.3.1. Definition of Powtoon

According to Awalia, et al (2019), Powtoon is a web-based application used to create animated presentations by manipulating images, providing music, and adding sound. Powtoon had a very eye-catching animation feature. The Powtoon application had characters that could interest students in understanding the material. Students can receive information through visuals and audio which are combined into an interesting animated video. Powtoon had interesting features including handwriting animations, customizable cartoon animations, lively transition effects and very easy timeline settings. Not only that, almost all of the existing features can be accessed from one screen, making it easier for creators. Therefore, with this feature students will be more interested in learning and not easily bored in learning.

Powtoon is very suitable for creating learning media because it can create a cheerful atmosphere in class learning. Powtoon's popularity in producing animated movies is far more impressive and interesting because Powtoon more efficient, effective, danceable, and has more lively transitions. For this reason, students were expected to be more interested in learning in class using Powtoon video animations.

2.3.2. Advantages and Disadvantages of Powtoon

Maesyarah (2018) mentions that the advantages and the disadvantages of Powtoon as follows:

1. Advantages of Powtoon

The advantages of Powtoon media was that it could overcome the limitations

of space, time and senses. Another advantage is that there were various animations that explained the concept of learning material so that the delivery of the material can be presented properly.

2. Disadvantages of powtoon

The disadvantage of Powtoon media in learning is that was reduced innovation and creativity from other types of media and learning. As well as dependence on the availability of technological support facilities that must be adapted to the conditions and existing systems.

Based on the advantages and the disadvantages of Powtoon as a learning medium, it can be concluded that judging from its shortcomings, Powtoon media reduces creativity from other types of learning media. Conversely, when viewed from its advantages, Powtoon media is very innovative in learning because students are interested in understanding the material presented by the teacher more easily. Despite the advantages and disadvantages, teachers and students need to improve their digital technology to get the most out of using Powtoon.

Figure 1 Powtoon Application



(Pratiwi et al, 2021)

2.4 Review of the Previous Studies

This study takes three reviews of the previous studies to support the research. The first previous study was conducted by Ningsih in 2021 with the title of her research is *Teaching Writing Recount Text by Using Powtoon Video*. The purpose of this study was to describe the way of teaching writing recount text by using Powtoon video and finding the advantages of it. A qualitative descriptive method was employed in this study. The participants in the study is the class IX of SMPN 6 Madiun with the sample is class IX H. Purposive sampling was used to select the sample or respondent. The instrument of this research is observation. The result of this study shows that Powtoon video in teaching writing recount text done in three-phase technique. It involves pre activities, main activities, and post activities. The process of writing done based on Linsen's theory. The advantages of using Powtoon video in writing class are; (1) creating a joyful class; (2) raising the students' motivation and enthusiasm in writing; (3) realize the students to be independent learners; and (4) develop the teachers' creativity.

The second previous study was written by Fitri in 2022 entitles *The Use of Powtoon in Teaching Reading Recount Text*. The purpose of this study is proven that learning media by using video Powtoon will have an effect on increasing learning outcomes. This study uses the Classroom Action Research (CAR). The study used one group pre-test and post-test design. This research was conducted at Baitul Hikmah Islamic High School. The subjects of this study were students of class X IPS-1. Respondents in this study were 4 students of class X. The data collection techniques in this study used the methods of observation, tests, and documents. The method of data analysis used descriptive qualitative analysis. Based on the research,

it can be proven by using the results of the pre-test score obtained that has a score of 50.75 and the post-test score has 75.25. The test score has increased with an increase in value of 24.05. Therefore, the Powtoon learning media is proven to be able to improve learning outcomes, especially for class X students on recount text.

The third research was done by Fauziah, et al in 2021 which has a title of *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. A qualitative descriptive method was used in this research. The research's samples were 18 students of tenth grade students TKJ at a Vocational High School in Karawang, as well as an English teacher who teaches writing class. They were chosen purposively as the sample of the study. The instrument used observation. The results from this study showed a positive perception through the application of Powtoon used by the teacher and help the students in improving their self confidence in practicing writing.

From all these previous studies above, they showed that Powtoon generally can improve students' English mastery. The differences and similarities in the research conducted by previous research and this research are they both used the Powtoon learning media and the differences lay in the learning materials and research methods. Therefore, supported by the previous studies, this study also has topic related to Powtoon learning media to assist students in writing narrative text. Students usually have difficulty in writing because of low motivation and the learning methods used in class are monotonous and boring. This research will use quasi-experimental to solve problems in the classroom. Similar to the 3 previous

studies, this research wants to know whether the use of Powtoon is effective or not to improve students' ability to write narrative text.



CHAPTER III

METHOD OF THE STUDY

This chapter presents the Design of the Study, the Subject of the Study, the Data of the Study, the Instrument of the Study, the Validity and Reliability, the Technique for Collecting Data, the Data Collecting Procedure, the Mode of Scoring, the Data Analysis, and the Time Schedule.

3.1 Design of the Study

Research is an activity carried out to investigate something with knowledge through relevant information about a particular topic. This study intended to describe students' writing abilities using Powtoon. Because it related with numerical data, a quantitative research design was applied. Systematic investigation of phenomena by collecting quantitative data and conducting is the definition of quantitative research (Fischer et al. 2014). Based on the definition above, it could be concluded that the first thing research does is explain a problem by collecting data that can be measured numerically or statistically to support solving the problem.

This study used a quasi-experimental research. This study intends to determine the use of Powtoon as a medium for teaching students to write narrative text by comparing students' ability to write narrative between the experimental group and the control group. In the experimental group, learning was used the Powtoon as a learning medium. In the control group, learning was used without Powtoon.

The Quasi-experimental design used in this study is Pretest Posttest Nonequivalent Control Group Design, which is a design that provides try out before the pretest, pretest before being given to treatment, and posttest after being given to treatment in each group. The non-sample class is 9th E.

Table 3. 1 Quasi-Experimental Design Schema

Class	Pretest	Treatment	Posttest
E	01	X	02
C	03		04

(Creswell, 2014)

Explaining of the symbols:

- E : Experimental Group
 C : Control Group
 O1 : Pretest of experiment group
 O2 : Posttest of experiment group
 O3 : Pretest of control group
 O4 : Posttest of control group
 X : Treatment

3.2 Subject of the Study

This sub-chapter consists of Population and Sample

3.2.1. Population

According to Lind, et al (2017), population is the number of object or individual which have similar characteristic. The population is the totality of each element to be studied which has the same characteristics, it can be an individual from a group, something, or event to be studied. Therefore it can be concluded that the population is the entire object of research which can consist of living things, objects, symptoms, test scores, or events as a source of data representing certain characteristics in a study.

In this research, the subject was all 9th graders of SMP N 1 Kedungjati in the academic year of 2023/2024 as the population. The number of the population was 184 students who were divided into six classes as 9th A: 32, 9th B: 32, 9th C: 32, 9th D: 32, 9th E: 32, and F: 24.

3.2.2. Sample

According to Etikan et al. (2016), that sample is a subset or element of the complete population. A sample obtained from the population must be actually relevant of the population being research because the sample is a component of the population's size and features.

Table 3. 2 Sample of the Research

NO	Name of the Classes	Number of Students
1	IX A	32
2	IX B	32
3	IX C	32
4	IX D	32
5	IX E	32
6	IX F	24
	Total Number of Students	184

In this study, purposive sampling was used based on the teacher's approval. There were two classes that will be sampled and a class for non-sample, namely class 9th A, 9th B, and 9th E. The class 9th A was as the experimental group, the 9th B was as the control group, and the 9th E was non-sample group.

3.3 Data of the Study

This sub-chapter consists of Types of Data and Variable

3.3.1. Types of Data

This study used quantitative data with test instrument as the primary data. The test is divided into two, namely pre-test and post-test. Sugiyono (2016) states

that primary data refers to first-hand sources that verify information collected by the research. This study used statistical calculations using the T-test to analyze the data. The results of inferential statistical analysis used to answer previously formulated research hypotheses. First, a prerequisite test was carried out, namely the normality test, homogeneity test, and then the T-test using the (SPSS) version 23.

3.3.2. Variable

Variables relate to variations in the proximity of things directly, creatures, objects, and places or circumstances (Shukla, 2018). The variables were units and basic elements which are important for obtaining information in conducting research. There are two interrelated variables used in this study, namely the independent variable and the dependent variable. Independent Variable is a type of variable that explained or influenced or causes changed in the dependent variable. Dependent Variable is a type of variable that was explained or influenced by the independent variable. The independent variable was Powtoon and the dependent variable was students' narrative text

3.4 Instrument of the Study

Research instruments were tools used to measure, collect, and analyze data to answer research questions (Trigueros, 2017). As an experimental research, the instrument used in this study is tryout and test. In this case, there were two kinds of tests has carried out, namely the pretest and posttest. Before doing the pretest, a tryout has carried out which is necessary to measure the validity and reliability of a test. The pretest aimed to determine the extent to which the subject matter to be delivered has been mastered by students, while the posttest aimed to find out whether the subject matter has been well mastered by students. The narrative text writing test used in this

study was in the form of an essay test. Students complete the narrative text with their own writing and were allowed to open the dictionary. They add 3 sentences to each paragraph and used the linguistic features of the narrative text.

3.5 Validity and Reliability

Instrument analysis in this study consisted of instrument validity and instrument reliability.

3.5.1. Validity

The validity of the instrument is intended to obtain a valid instrument. Based on Arikunto (2014) validity refers to the degree of validity of the instrument. Validity consists of three types, namely face, content, and construct validity. This research used the content validity. The instrument for measuring the ability to write narrative text must go through the stages of content validity. The instrument has arranged based on core competencies and basic competencies that correspond to the subject matter to be taught and refers to learning English through the use of powtoons as a medium for teaching narrative text writing. This study, the instrument was validated using expert judgment, namely the advisor and English teacher at SMP N 1 Kedungjati.

3.5.2. Reliability

Reliability is an application of design to a component or a system so that the component can carry out its functions properly according to predetermined standards, without failure, according to the process and component design made in a period and in a certain operating process. Reliability indicated an instrument was reliable enough to use as a data collection instrument because the instrument was good (Arikunto, 2014). It can be concluded that reliability was interpret as the

probability that a system has performance according to standards within a certain period of time. This study reliability calculations used Cronbach Alpha SPSS version 23.

3.6 Technique for Collecting Data

This sub-chapter consists of the Try out and the Test.

3.6.1. Tryout

Tryout was given before the pretest with the aimed of measuring the validity and reliability of a test. The test used in this study was made by myself in consultation with the advisor and the teacher. Before being used to collect data, it was tested in class 9th E as the non-sample class. Students were given a worksheet with 60 minutes to work on. Students complete the narrative text entitled “The Legend of Toba Lake” with their own writing and allowed to open the dictionary. They add 3 sentences to each paragraph and used the linguistic features of the narrative text.

3.6.2. Test

The test used in this study was in the form of a writing test, there were two tests given to students as follows:

1. The test that was carried out at the beginning of the meeting is before the delivery of material which called the pretest to find out students' initial abilities related to the ability to write narrative text.
2. The test which was carried out after learning takes place or after being given treatment in the experimental class and the control class was called the posttest. This test aimed to determine students' narrative writing abilities after

being given treatment, namely learning using Powtoon as a medium in teaching for the experimental class and without Powtoon for the control class.

3.7 Data Collecting Procedure

The data of this research were collected through some procedure as follow:

1. Asked permission by submitting a research permit from the institution to the school principal to conducted the study at SMP N 1 Kedungjati
2. Consulted with the English teacher to determine the subject of the study.
3. Chosen the population of the study that was ninth grade students of SMP N 1 Kedungjati.
4. Took samples from the population and dividing them two group: experimental group and control group.
5. Conducted the experiment through the following steps:
 - a. Gave a tryout before the pretest with the aimed of measuring the validity and reliability of a test.
 - b. The students from both the experimental class and the control class were given a pretest. The pre-test material was designed into essay writing, in which students were given a writing test to create a narrative story consisting of 12-15 sentences. The time allotted to work on this narrative text was about 60 minutes. This was used to measure their initial achievement in writing narrative text before treatment.
 - c. Treatment was the next step after the pretest. The purpose of this treatment was to provide new methods to students in teaching. This study

provided different treatment to the two groups in 80 minutes in each. The experimental group was given writing activities using Powtoon media in teaching narrative text while the control group without Powtoon in teaching narrative text.

- d. Posttest was given after students get treatment to understand students' abilities after being given several treatments during this study. This was to find out the results of whether students' achievement increases or not in writing narrative text after getting treatment. The test was the same level as the pre-test but with different questions and the test was given in written form. After the post-test was administered, the scores of the two groups was compared to determine the significance of the difference.

6. Scored the result of the test
7. Determined the result of the two groups
8. Analysed the data

3.8 Mode of Scoring

Scoring students' work is a step to obtain work results from each student.

One of the ways to evaluated or to score the students' achievement writing was a rating scale. The study used some criteria to analyze the tests based on the Weagle's scoring rubric in Effendi & Riyono (2017). The scoring rubric as follow:

Table 3. 3 Weagle's Scoring Rubric in Effendi and Riyono

Components	Indicators	Score
Grammar	A few grammatical inaccurate	4
	Some grammar inaccurate	3
	Numerous grammatical inaccurate	2
	Frequent grammatical inaccurate	1

Organization	Most of the sentences are related to main ide	4
	Some sentences are related to main ide	3
	Few sentences are related to main ide	2
	The sentences are not related to each other	1
Content	Relevant to the topic and easy to understand	4
	Rather Relevant to the topic and easy to understand	3
	Relevant to the topic but not quite easy to understand	2
	Quite relevant but it not easy to understand	1
Vocabulary and Mechanic	A few errors in choice of words, spelling, and punctuation	4
	Some errors in choice of words, spelling, and punctuation	3
	Occasional errors in choice of words, spelling, and punctuation	2
	Frequent errors in choice of words, spelling, and punctuation	1

$$\text{Score} = 5 \times 20 = 100$$

Table 3. 4 The level of Achievement

Score	Grade	Level of Achievement
85-100	A= excellent	Outstanding
75-84	B= good	Above average
65-74	C= fair	Average
50-64	D= poor	Below average
20-49	E= very poor	Insufficient

3.9 Data Analysis

The next step is to find the average of the control group and the experimental group.

The formula used is:

$$M = \frac{\sum x}{N}$$

Where:

M : The average of students score

Ex : Total score

N : The number of students

When the data was complete, it was processed statistically, in which statistical calculations were used to analyzed data from the two groups, namely the experimental group and the control group. The next step was to determine the hypothesis by using the T-test formula with the aimed of knowing a significant difference between the experimental group and the control group. There were requirements before conducting the T-test, namely standards of normality and homogeneity.

Standard normality to determine whether a variable was normal or not by used One Sample Kolmogorov Smirnov in the SPSS program to identified standard normality. The hypothesis criterion was that if the sig. score > 0.05 it means that H_0 is accepted and H_1 is rejected and conversely. The second analysis was used homogeneity test to find out the data of the two groups with the criterion if sig < 0.05 means the sample was not homogeneous.

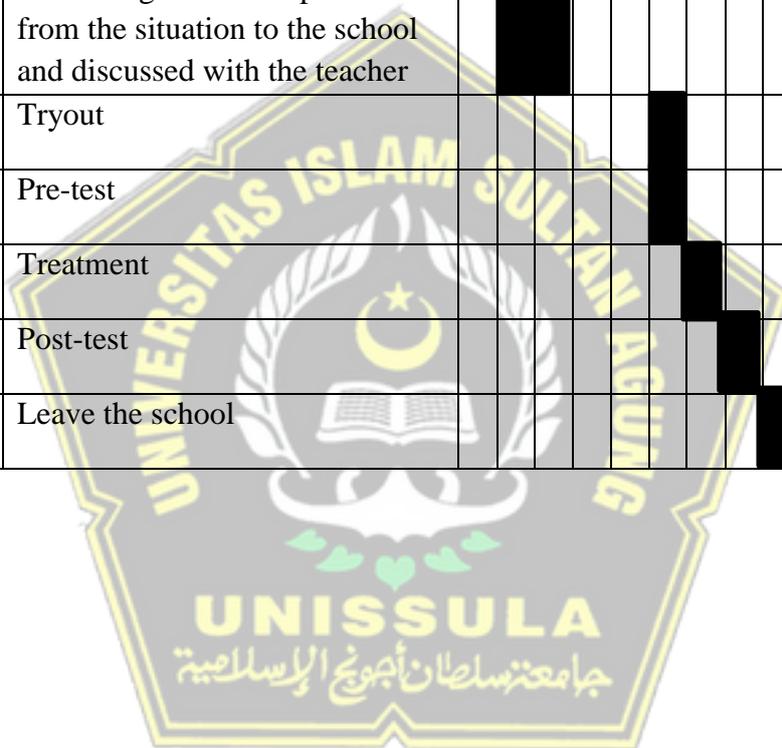
After the data is normal and homogeneous, the independent sample T-test program SPSS 23.0 was used. To see whether the differences in students' learning outcomes in writing narrative text using Powtoon and without Powtoon were significant or not, the hypothesis criterion is if sig < 0.05 , it means that H_0 is rejected and H_1 is accepted and conversely.

3.10 Time Schedule

In the data collection process, this study was planned with the schedule stated in table 3.5.

Table 3. 5 Research Time Schedule

No	Activities	July					August					
		1	2	3	4	5	1	2	3	4	5	
1	Asking permission by submitting a research permitted from the situation to the school and discussed with the teacher		■	■								
2	Tryout						■					
3	Pre-test						■					
4	Treatment						■	■				
5	Post-test						■	■	■			
6	Leave the school									■	■	



BAB IV

ANALYSIS OF RESULTS AND DISCUSSION

This chapter presents the Description of the School, the Description of the Subject, the Instrument Validity and Reliability, the Result of Experimental Class, the Result of Control Class, the Data Analysis, the Treatment, the Result of Independent Sample T-test, and the Discussion of Research Finding.

4.1 Description of the School

This study was conducted at SMP N 1 Kedungjati in the academic year of 2023/2024. This school is located at Jl. Perintis Kemerdekaan No. 82, Kedungjati, Kec. Kedungjati, Kab. Grobogan, Jawa Tengah. The accreditation of the school is A. The school has good reputation as evidenced by the various achievements students have both in academic and extracurricular activities. The achievement trophies are displayed in the entrance room.

The teaching and learning process were supported by a variety of amenities; LCD (liquid crystal display), library, language laboratory, white board, speaker, and comfortable classes.

4.2 Description of the Subject

Table 4. 1 Subject of the Research

Classes	Sex		Number of Students	Types of Group
	Male	Female		
IX A	16	16	32	Experiment
IX B	16	16	32	Control
IX E	18	14	32	Try out

The subject of this study was the 9th graders of SMP N 1 Kedungjati, Grobogan. There were two classes as the subject of this study. They were IX A as the experimental group and IX B as the control group. Both experimental and control

classes consisted of 32 students in each class. The subject of this study was chosen by using non-random purposive sampling based on the English teacher's consideration in SMP N 1 Kedungjati which have mentioned in chapter 3.

4.3 Instrument Validity and Reliability

This sub chapter presents the Tryout, the Validity and Reliability. The instrument of the test should be valid and reliable. Therefore, tryout was conducted to check the validity and reliability in this study. The validity was tested by asking rubric judgement while reliability was tested by conducting a test.

In this study, tryout was held of the 32 students from class IX E. The tryout test was administered in order to evaluate the instrument's validity and reliability. It can also find out the result of the reliability were important to be found as consideration in determining test questions in instrument. In order for a sentence to become narrative text, students must fill in the blanks of the sentence.

4.3.1 Validity

The validity of the content is chosen by the research because the test is given based on the material and knowledge that the student has acquired and is also related to the syllabus. Part of the expert evaluation process to establish instrument validation, the instrument has been consulted and approved by the advisor and the English teacher. As part of the expert evaluation process to establish the validity of research instruments, instruments are discussed with English lecturers and English teachers. Appendix 3 and 4 contains a rubric of content validation by the teacher and the advisor. The rubric indicates that the pre and post test instruments was valid and reliable.

4.3.2 Reliability

Reliability was employed in this study to ensure that the instrument produces

the same outcomes when used repeatedly in the same circumstances through a tryout test. The tryout test was held on August, 3rd 2023. Cronbach's Alpha SPSS 23 was used in this study to assess the test's dependability. The test is reliable if the result is greater than the r-table.

Table 4. 2 Reliability of the Tryout

Reliability Statistics	
Cronbach's Alpha	N of Items
.943	9

The result for calculating the reliability of the try out instrument is 0.943 for a = 5% with N = 9. Variable said to be reliable if the Cronbach's Alpha value is > 0.60 and unreliable if the value shows < 0.60 it is unreliable. From the table it shows that Cronbach's Alpha was $0.943 > 0.60$. Therefore it can be calculated that instrument was reliable.

4.4 The Result of Experimental Class

Table 4.4 displays the outcomes of the pre-test and post-tests for each student in the experimental class. Descriptive analyses were used to examine the experimental class's pre- and post-test results. The SPSS's output is shown as following:

Table 4. 3 Descriptive Statistics of the Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	78	92	85.31	3.788
Posttest	32	80	96	87.88	3.833
Valid N (listwise)	32				

Table 4.4 descriptive analysis of the data for the experimental class reveals the following. For the pre-test there were two students who achieved the lowest score

on the test at 78. Then, the highest result for this class on the pre-test was 92. The average pre-test score of the experimental class was 85.31. The post-test result of the experimental class showed that there were two students whose scores were lower at 80. There were student who receive the highest score of 96. The post-test average for the experimental class was 87.88. The descriptive analysis showed that the experimental class students were higher than before. The score of students in the control class can be seen in appendix 9.

4.5 The Result of Control Class

Table 4.6 displays the outcomes of the pre-test and post-tests for each student in the control class. Descriptive analyses were used to examine the experimental class's pre- and post-test results. The SPSS's output is shown as following:

Table 4. 4 Descriptive Statistics of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	72	84	78.00	3.520
Posttest	32	74	86	80.19	3.345
Valid N (listwise)	32				

Table 4.6 descriptive analysis of the data for the control class reveals the following. For the pre-test there were three students who achieved the lowest score on the test 72. Then, the highest result for this class on the pre-test was 84. The average pre-test score of the experimental class was 78.00. The post-test results of control class showed there were two students obtained the lowest score at 74. There were two students received the highest score 86. The post-test average for the experimental class was 80.19. The descriptive analysis showed that the control class students were higher than before. The score of students in the control class can be seen in appendix 10.

4.6 Data Analysis

This sub chapter presents the Result of Normality Test and the Homogeneity Test.

4.6.1 Result of Normality Test

In advance of using the data to evaluate the proposed hypothesis, the research completed a normality test using the statistical program SPSS version 23. To find out whether the distribution of data from both groups is normal, the normality test is utilized. The data becomes normal when the significant value is greater than 0.05.

Table 4.4 shows the results. The Shapiro-Wilk method was applied:

Table 4. 5 Normality Test of Pre-test Data

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pretest	1	.136	32	.143	.957	32	.222
	2	.153	32	.056	.942	32	.084

a. Lilliefors Significance Correction

Based on the table above showed the result of normality test for pre-test data. The significance value using Shapiro-Wilk method for the class 1 (experimental class) was 0.222. Meanwhile, the significance value for pre-test score in the class 2 (control class) was 0.084. The significance values of both experiment and control classes was higher than 0.05, meaning that the pre-test data obtained for both classes were considered normal and can be used for further analysis.

4.6.2 Result of Homogeneity Test

To determine the homogeneity of the variances, Levene test was used. The analysis was conducted using SPSS version 23. This test, the probability score was taken to be considered when making a decision. If the probability score (Sig.) was

higher than 0.05, the variances of the dependent variables were homogeneous. The variances of the dependent variables were not homogenous if the probability score (Sig.) was less than 0.05.

Table 4. 6 Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
score	Based on Mean	.457	1	62	.502
	Based on Median	.237	1	62	.628
	Based on Median and with adjusted df	.237	1	55.970	.629
	Based on trimmed mean	.398	1	62	.530

As shown by the Levene's statistic for equality of variances above. It can be concluded that the data were homogeneous because the significance (Sig.) score was 0.502 more than 0.05.

4.7 Treatment

This treatment was carried out during two meetings. On August 4 and 5, 2023 which has been carried out for experimental and control classes. The experimental class used Powtoon as one treatment to help students to write narrative text more effectively while the control class without Powtoon.

On August 4, 2023, the first meeting was done. This activity made it possible to recognize the definition of narrative text, social purpose, and generic structure of narrative text. The teacher welcomed the class, gave a brief introduction, and checked each student's attendance individually before starting the lesson and used questions and answers to further the students' knowledge. Then teacher opened the "Cinderella" material on Powtoon and began to discuss it.

On August 5, 2023, the second meeting was done. The students were able to

understand the text, which was from Powtoon "The Lion and the Mouse," and identify the linguistic features of narrative text. The students were given a chance to ask questions about previous meetings that they have difficulty understanding. After discussing the content, the students discussed grammatical aspects of the text and instructed students to focus on specific sections. Then, narrative text from "The Lion and The Mouse" was read aloud to the class to help them understand it. The example of Powtoon material can be seen in appendix 13.

4.8 The Result of Independent Sample T-test

On August 6, the experimental and control classes in this study were given post-test. The independent sample T-test is used to compare the means of two different populations; experimental and control class. Therefore, it could determine whether or not the variances between the two groups are identical by using this test. The hypothesis is tested in this study using the level of significance (α) = 0.05. Following are the interpretations of the findings of the hypothesis test:

- a. If sig.(2-tailed) > 0,05 : there is no significant differences
- b. If sig.(2-tailed) < 0,05 : there is significant differences

To analyzed the data, this study used SPSS version 23. The result can be seen below:

Table 4. 7 Group Statistics of Post-test Data

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
posttest	1	32	87.87	3.833	.677
	2	32	80.19	3.345	.591

Table above displayed descriptive information about the pre-test results for both the experimental and control classes. There were 32 samples in each group. The table also displayed standard deviation and standard error mean values. For the experimental class, these values were 3.833 and 0.677. While the control class, there

were 3.345 and 0.591. Additionally, the table also includes mean values, with the experimental class's being 87.87 and the control class' being 80.19. It indicated that the experimental class's mean score values are higher than those of the control class.

An independent sample t-test is carried out using the post-test data to further determine whether the mean differences are statistically significant. The results of test used to determine whether or not the treatment have an impact on the test scores of the students in the experimental class. Information on the outcomes of the t-test for post-test data is provided in figure 2.

To analyze the data, this study used SPSS version 23. The result can be seen below:

Figure 2 Independent Sample T-test of Post-test Data

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
posttest	Equal variances assumed	.142	.708	8.548	82	.000	7.588	.899	5.890	9.485
	Equal variances not assumed			8.548	60.884	.000	7.588	.899	5.889	9.486

Based on the output above, it is known that the value of Sig. Levene's Test for Equality of Variance is $0.708 > 0.05$, it can be interpreted that the data variance between the experimental class and the control class is homogeny or equal. Therefore that the interpretation of the Independent Sample Test output table above is guided by the values contained in the table Equal variances assumed.

Based on the output table Independent Samples Test in the Equal variances assumed section, the sig.(2-tailed) $0.00 < 0.05$, how the basis for decision making in the Independent T-test can be concluded there was a significant difference between the average learning outcomes of students in the experimental class and the control class. As the result, the alternative hypotheses (H1) was accepted and the null hypotheses (H0) was rejected. It can be said that there are significant differences

between students who were taught using Powtoon and those who were taught using the traditional technique when it comes to their writing.

Furthermore, from the output table above, it is known that the Mean Difference value is 7.688. This value shows the difference between the average learning score of students in the experimental class and the average learning outcomes in the control class. The difference is 5.890 to 9.485 (95% Confidence Interval of the Difference Lower Upper).

4.9 Discussion of Research Finding

In this study, the aimed of the study was to find out the effective of Powtoon in teaching writing narrative text of the 9th graders at SMP N 1 Kedungjati in academic year 2023/2024.

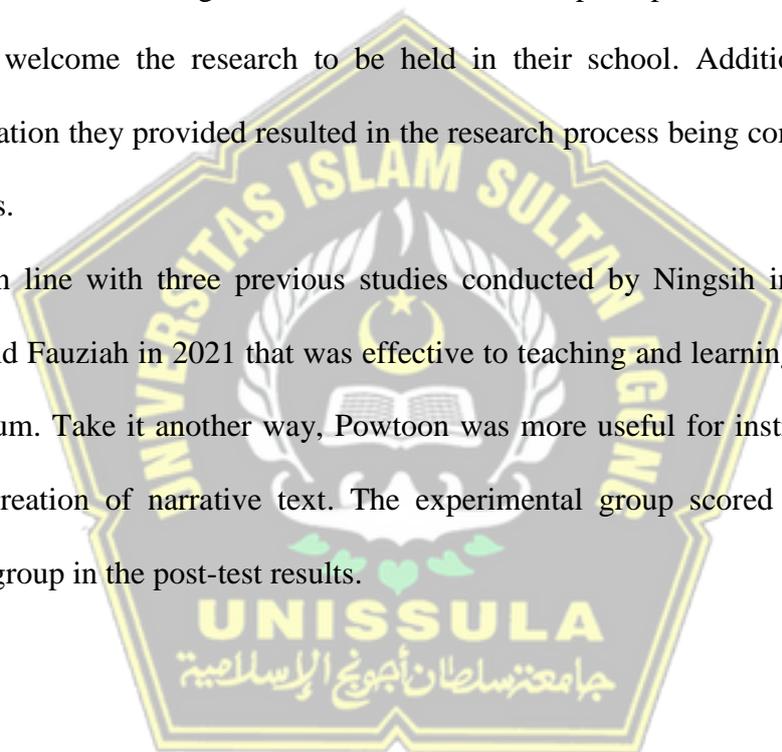
This study used a pre-test for the first time to determine the students' basic abilities. The average score for the experimental group was 85.31, while the average score for the control group was 78.00. This result demonstrated the students' potential.

The post-test was given to the students after they have received treatment twice. The outcome revealed that the experimental group's post-test average score was 87.87, while the control group was 80.19. It demonstrated a significant difference in the score's improvement between the experimental and control groups in both the pre-test and post-test.

In short, from the result above, the Independent Sample T-test showed that sig. (2-tailed) $0.00 < 0.05$, the result of experimental class in post-test was higher than the control class. It means that using Powtoon media is affective to improve students' writing narrative text.

During the study, there were obstacles and advantages that were passed. These obstacles include the research time provided by the school is quite short. The research must be completed within 4 days because in next week, students and teachers have scheduled agendas such as preparing competitions in order to be celebrated by the Republic of Indonesia, as well as other activities. Therefore, this study did not have much time, the treatment could also be done twice not three times as the plan. In this treatment, the material has been summarized well by adjusting the time. While the advantage of this research is that the principal, teachers, and students warmly welcome the research to be held in their school. Additionally, the best collaboration they provided resulted in the research process being completed on time in 4 days.

In line with three previous studies conducted by Ningsih in 2021, Fitri in 2022, and Fauziah in 2021 that was effective to teaching and learning used Powtoon as medium. Take it another way, Powtoon was more useful for instructing students in the creation of narrative text. The experimental group scored better than the control group in the post-test results.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the Conclusion and the Suggestion of what have been discussed in the previous chapter.

5.1. Conclusion

According to the findings, there was a substantial difference between the experimental group which taught Powtoon lessons and the control group taught traditional instruction. It can be observed from the results that the experimental group's average post-test score was 87.87 while the control group's was 80.19. As a result, H_0 is accepted while H_1 is rejected according to the independent sample T-test, which revealed that $\text{sig (2-tailed)} 0.00 < 0.05$. However, the mean value of the experiment class was higher than that of the control class, although the mean value of each class was not much different.

Additionally, Powtoon is one of the more interesting methods to evaluate writing. In term of writing, the students showed interest and having fun while completing the task. They tried to express their writing without feeling afraid.

5.2. Suggestions

This research shows that Powtoon can improve students' writing skill, especially at SMP N 1 Kedungjati and is expected to be helpful and useful in teaching and learning activities. The following are suggestions that can be given based on the research findings.

1. The English Teachers

English teachers, especially in junior high schools who accessed to digital devices such as computers and laptops are advised to use Powtoon. Learning media

such as Powtoon can help students write in a more interesting way so that learning becomes more effective.

2. The Students

It is suggested that students use Powtoon to develop their writing skills because it involves engaging animations, sounds, and pictures. It can help them in developing the four C's of 21st-century learning: critical, creative, collaborative, and communication. It can also assist students to become independent learners as collaborative learners.

3. The School

Regarding educational infrastructure for the effectiveness of the narrative writing learning process, in general, it has shown good conditions. However, in particular, there needs to be a better improvement, such as replacing damaged sockets and procuring LCD projectors for each class. This can help facilitate the teaching and learning process in class.

4. The Future Researchers

Other researchers can conduct more detailed experiments later to find out whether the improvement from using Powtoon in the teaching and learning process is still consistent or not, especially in writing narrative text. They should also conduct re-research involving different samples such as high school students and other skills besides writing.

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