THE USE OF POWTOON SOFTWARE AS A MEDIUM TO IMPROVE STUDENTS' WRITING OF NARRATIVE TEXT

(A Quasi-Experimental Study at Eleventh Grade Students of SMA Negeri 1 Pegandon in the Academic Year 2023/2024)

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements

to Obtain the *Sarjana Pendidikan* Degree

in English Education

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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SULTAN AGUNG ISLAMIC UNIVERSITY

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PAGE OF APPROVAL

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has been approved by the advisor and to be examined by the board examiners.

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i

PAGE OF VALIDATION

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ii

STATEMENT OF WORK ORIGINALITY

I hereby declare that the thesis written by me does not contain works or partial works of others, except for those that have been cited and referenced as a scientific article should be. If my statement is of no value in the future, I fully agree to accept the academic sanction in the form of revocation of my paper and my degree obtained as a result of this paper.

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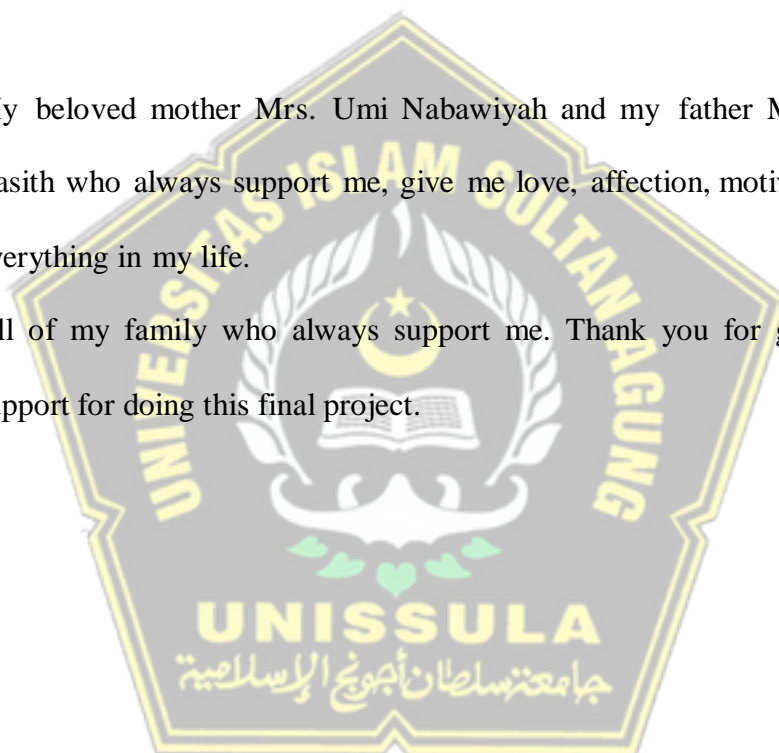
Rima Zahrotul Muniroh
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MOTTO

Surely with that hardship comes more ease. So when you have finished one duty,

keep working hard for another duty.

Al-Insyirah (6-7)

DEDICATION

➢ My beloved mother Mrs. Umi Nabawiyah and my father Mr. Abdul
  Basith who always support me, give me love, affection, motivation and
  everything in my life.
➢ All of my family who always support me. Thank you for giving me
  support for doing this final project.

ABSTRACT

Muniroh, Rima Zahrotul. 2023. "*The Use of Powtoon Software as a Medium to Improve Students' Writing of Narrative Text (A Quasi-Experimental Study at Eleventh Grade Students of SMA Negeri 1 Pegandon in the Academic Year 2023/2024)".* A Final Project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Mega Mulianing Maharani, S.Pd., M.Pd.

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 on 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 population of this study was grade XI students of SMA Negeri 1 Pegandon and 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 this study used SPSS. The findings showed a significance increase 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 Ha was accepted. Thus, it can be summarised that the use of Powtoon Software as a learning media was effective in improving students' narrative text writing ability.

Keywords: Powtoon Software, Writing, Narrative Text

INTISARI

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Perkembangan teknologi membawa tantangan bagi para pengajar untuk lebih inovatif dan kreatif dalam menyampaikan materi. Guru perlu mengeksplorasi media pembelajaran yang ada saat ini. Untuk membantu guru dan siswa dalam mengatasi kesulitan mereka, Software Powtoon dipilih. Tujuan dari penelitian ini adalah untuk mengetahui apakah Powtoon sebagai media pembelajaran efektif dalam meningkatkan kemampuan menulis teks naratif siswa kelas XI di SMA Negeri 1 Pegandon pada tahun ajaran 2023/2024. Penelitian ini menggunakan metode kuasi eksperimen. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 1 Pegandon dan sampel terdiri dari siswa kelas XI 1 sebagai kelompok kontrol dan XI 2 sebagai kelompok eksperimen. Kelompok kontrol dan kelompok eksperimen menyelesaikan pre-test dan post-test. Analisis data dalam penelitian ini menggunakan SPSS. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam prestasi menulis siswa. Hal ini dibuktikan dengan nilai signifikansi sebesar 0,003. Nilai tersebut lebih kecil dari 0,05 dan ini berarti H0 ditolak dan Ha diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan Software Powtoon sebagai media pembelajaran efektif dalam meningkatkan kemampuan menulis teks naratif siswa.

Keywords: Software Powtoon, Menulis, Teks Narratif

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Alhamdulilahirabbil'alamin. The researcher can finish the final project entitled "The Use of Powtoon Software as a Medium to Improve Students' Writing of Narrative Text (A Quasi-Experimental Study at Eleventh Grade Students of SMA Negeri 1 Pegandon in the Academic Year 2023/2024)". The researcher would like to express the greatest appreciation to the following people:

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Thank you very much for all people who cannot be mentioned one by one. Hopefully this research will be useful and beneficial for others.

Semarang, 11 August 2023

Rima Zahrotul Muniroh
31801900039

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

Chapter I discuss about Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

1.1. Background of the Study

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. Between all 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 felt that writing was hard, 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 researcher used Powtoon for teaching medium. It has never been used for teaching by English teachers in the high 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.

1.2. Reason for Choosing the Topic

Educational innovation is very important for the teachers. Innovation in teaching learning process is needed to make the learning process interesting. However, teachers need to find the entertaining ways to teach which also support the objectives of the learning process. Here are four reasons for deciding to take the topic of "The Use of Powtoon Software as a Medium to Improve Students' Writing

of Narrative Text (A Quasi-Experimental Study at Eleventh Grade Students of SMA Negeri 1 Pegandon in the Academic Year 2023/2024".

1. The development of technology is still continuing which brings challenges for teachers to be innovative in delivering the materials using technology.

2. Writing is an essential ability which enables students to show ideas through text.

3. Narrative text is text which are studied by the students.

4. Powtoon has never been used as the learning medium for teaching English in the high school.

1.3. Research Question

The research question was: Is Powtoon as the learning medium effective to be used in improving students' writing of narrative?

1.4. Objective of the Study

The objective of the study is to find out whether Powtoon as the learning medium is effective to be used in improving students' narrative text writing.

1.5. Hypothesis

Hypothesis in research is very necessary. It aims to provide research direction and build relationships between variables. In addition, it can help to discuss findings and conclusion in the research.

$H0$: There is no significance difference in the mean score of writing narrative text achievement between students who are taught by using Powtoon and the ones who are taught without using Powtoon.

Ha   : There is significance difference in the mean score of writing narrative text achievement between students who are taught by using Powtoon and the ones who are taught without using Powtoon.

1.6. Limitation of the Study

Researcher limited the research for making it effective. The researcher focused on Powtoon as the medium; narrative as the text; writing as the skill and 11th grade students as the sample.

1.7. Significance of the Study

There are two significances:

1. Pedagogical significance

   This study had benefit for teachers in knowing the impact of using Powtoon to the writing ability of the students.

2. Practical significance

   This study has some advantages:

   a. For Teachers

   It can be input about teaching medium variation especially for writing.

   b. For Students

   Students are supposed to increase their writing ability with Powtoon. In addition, by conducting such innovative learning using technology, the researcher hopes it can build students desire for learning.

   c. For Further Researchers

   It can provide the reference for future researchers regarding learning using Powtoon.

1.8. Definition of Key Terms

The key terms of the study are defined as follows:

1. Powtoon Software

   Powtoon is a software that provides many features. Among them are animations, various text options, art, and audio (Sutisna et al., 2019).

2. Writing

   Writing is the process of utilizing symbols, letters, punctuation and spaces to share thoughts and ideas using text (Al-Atabi, 2020).

3. Narrative text

   Narrative is a written form which presents chronological events from a creation of authors (Perdiana, 2022).

1.9. Outline of the Study

This study consists of five chapters. Chapter I presents introduction which consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II presents Review of Related Literature. It discusses the literature that is related The Definition of Writing, The Purpose of Writing, Types of Writing, The General Concept of Narrative Text, Generic Structures of Narrative Text, Language Features of Narrative Text, The Understanding of Powtoon, Powtoon Software as the Learning Medium for Teaching Writing, The Advantages and Disadvantages of Powtoon, and Review of Previous Studies.

Chapter III presents Research Method. It consists of Research Design, Variables of the Study, Subject of the Study, Instrument of the Study, Validity of Instruments, Reliability of Instruments, Data Collection Procedures, and Data Analysis.

Chapter IV presents Research Finding and Discussion. It consists The Description of the School, The Description of the Subject, the Instrument Validity and Reliability, Pre-Test Data Analysis, The Treatment, Post-Test Data Analysis, and Discussion of Research Finding.

Chapter V presents Conclusion and Suggestion of what have been discussed in the previous chapter.
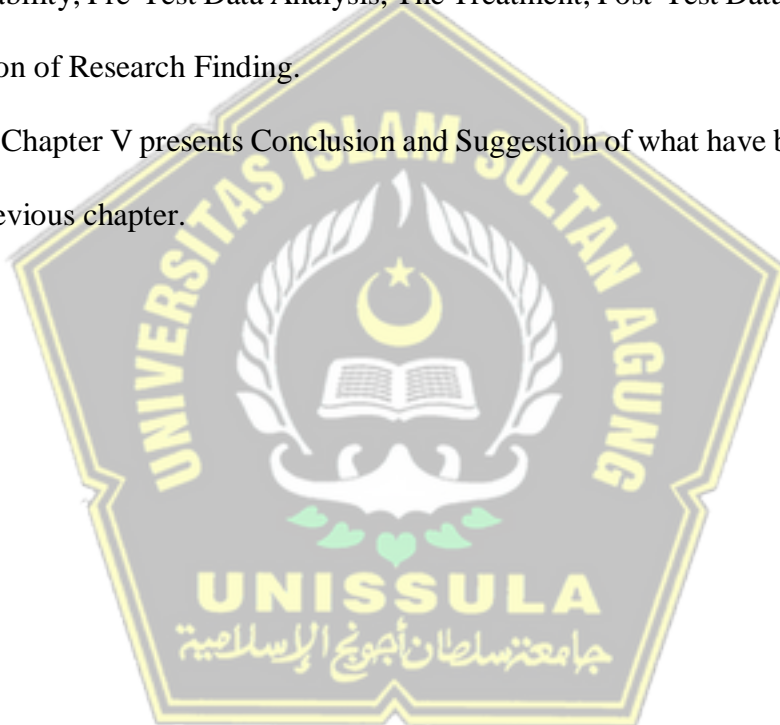
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of Review of Related Literature. It discusses the literature that is related to The Definition of Writing, The Purpose of Writing, Types of Writing, The General Concept of Narrative Text, Generic Structures of Narrative Text, Language Features of Narrative Text, The Understanding of Powtoon, Powtoon Software as the Learning Medium for Teaching Writing, The Advantages and Disadvantages of Powtoon, and Review of Previous Studies.

2.1. Writing

In the discussion of writing, there three sub chapters. They are the definition of writing, the purpose of writing, and types of writing.

2.1.1 The Definition of 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). This skill is a medium of communication among people that involves symbols (Al-Atabi, 2020; Fitriani et al., 2019). Writing is an ability in languages that combines some processes.

2.1.2 The Purpose of Writing

The writing purposes can be vary based on the context used. According to Grenville (2001), three writing purposes are writing to entertain, inform, and to persuade. Entertaining writing means writing to give the readers an entertaining

story. It does not mean that writers should make the readers laugh. It sometimes can be very serious, funny, even sad story. Informing writing means writing to tell the readers about the detail thing. Although it can be 'entertaining', but it is not the main aim. Writing to persuade means writing to convince the reader of something from the text. Example of writing to persuade are advertisements, newspaper, and magazine articles. This writing type may include writers' opinion with evidence.

The purposes of writing are mentioned into ten points (Goss et al., 2010).

1. Narration: to tell a story or use an analogy to explain something to readers.

2. Description: to explain something by appealing to one or more of the senses.

3. Example: to provide proof of something by identifying instances where it occurs.

4. Comparison and contrast: to clarify or to evaluate something by pointing out the comparisons.

5. Process analysis: to let the reader know exactly the way something works.

6. Analysis: to reach the inferences about a matter by deconstructing its parts.to reach a conclusion about a subject by deconstructing its parts.

7. Classification: to demonstrate order in your subject by showing how it fits into a certain group or groups.

8. Cause and effect: to explain why something has happened or may happen.

9. Definition: to explore the boundaries and distinctions of a subject in order to assign it a meaning.

10. Argument/ persuasion: to convince an audience to do or not to do something or to think about something in a different way.

Writing to entertain was selected in the study. The students had an opportunity to learn happily and feel entertained by the text presented during the learning process. It allows the students to get their imagination and excitement.

2.1.3 Types of Writing

According to Atabi (2020), writing category could be classified in six categories. They are written text in formal way that includes letters, email, and books; informal writing that includes abbreviations and slangs; narrative, descriptive; expository, argumentative.

Moreover, Predushchenko (2020) states that there are four types of writing. They are description, narration, exposition, and argumentation.

1. Description

   Description is a word image characters, places, items, or views.

2. Narration

   Narration is a text that gives an account of an event. It includes stories, biographies, histories, news, and narrative poems.

3. Exposition

   Exposition means expounding or explaining. It mainly deals with processes and relationships. It explains how something is made; how it is used; how it may change.

4. Argumentation

   Argumentation is actually exposition text with the additional purpose of convincing or persuading. Narration was chosen by the researcher. Narration

brings sequential events which can present interesting imaginative texts for students.

2.2. Narrative Text

In the discussion of narrative text, the researcher divides it into two sub chapters. They are the general concept, generic structures, and language features of narrative text.

2.2.1 The General Concept of Narrative Text

Narrative text is the text learned by students. It is showing 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. Furthermore, the researcher added that narrative attempts to imagine, relate, and organize the human activities as particular event.

In conclusion, narrative has the purpose of amusing or entertaining the readers. Moreover, it serves moral values presented in the written story.

2.2.2 Generic Structures of Narrative Text

Each text has generic structures. Generic structures build a well-structured text. According to Anderson (1997), here are five generic structures of the text.

a. Orientation

Orientation is an introduction about main characters and some supporting characters. It usually indicates where and the time of the scene happened.

b. Complication/ Rising action

It is the problem presented.

c. Sequence of Event/ Climax

It is the activity by the characters in story for facing the problem. Chronological order is presented then the narrators' point of view is given to the readers.

d. Resolution/ Falling Action

Resolution/ falling action is the part of story that shows the final condition that can be better or worse.

e. Reorientation

Reorientation is an optional closing of event.

In conclusion, narrative text generally follows the generic structures. By following this structure, the reader can easily understand the story and its message. Generic structures help the readers understand the structure and flow of text more easily and systematically. This helps them process information better.

2.2.3 Language Features of Narrative Text

There are seven language features of narrative text (Nugraha, 2018).

1. Action Verb

Action verbs are verbs describing an act.

2. Dialogue

The dialogue presented to make the story entertaining.

3. Direct and Indirect Speech

It is also the dialogue of the characters in the story.

4. Descriptive Language

   The sentences to inform or explain about something in the story.

5. Specific Characters

   It is the people or animals in the story. They have their own characters.

6. Simple Past Tense

   It is simply the verb 2 in the story.

7. Time Sequences

   The information regarding the time in the story. For example: In one night, a

   bright day in the palace, etc.

   Language features work together to create a cohesive story that engages the

reader and makes the story come to life. This allows writers to effectively convey

their ideas and express their feelings to the reader.

2.3. Powtoon Software

In the discussion of Powtoon software, the researcher divides it into three

sub chapters. They are the understanding of Powtoon, Powtoon software as learning

medium for teaching writing, and the advantages and disadvantages of Powtoon.

Each part is explained in different sub chapters.

2.3.1 The Understanding of 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 conclusion, Powtoon in education allows educators to create compelling and interactive presentations that capture the attention of students. With its ease of use and accessibility, Powtoon is quickly becoming a must-have tool for educators and students alike.

2.3.2 Powtoon Software as the Learning Medium for Teaching Writing

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. According to Kadek (2021), it 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 al., 2022). 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.

2.3.3 The Advantages and Disadvantages of Powtoon

According to Aprilianti (2019), Powtoon has the advantages and disadvantages. The advantages of Powtoon are stated into six points.

1. Powtoon is practical. Accessing Powtoon is easy which the users can open through website;

2. Powtoon provides the users templates a lot. After editing the video, then video that can be used as teaching materials can be produced;

3. Users can choose their own fonts, and transition effects, and other animation contents;

4. An attractive and interactive display;

5. Users can save the animation with some formats: MPEG, MP4, AVI format. Users can directly share the animation on YouTube;

6. Users can combine video and audio images.

The disadvantages of Powtoon are mentioned into three points.

1. Powtoon requires internet to open it because it is an online software;

2. Users need stable internet to save the video because the video created by using Powtoon has a big data;

3. Non-pro account can export the file but only by accessing internet.

In conclusion, Powtoon is a good tool for creating animation. It is good for those who need to create interesting and easy animations. Besides it has the advantages, it has the disadvantages as well.

2.4 Review of Previous Studies

There are some studies to support the study. There are studies from Fauziah, Anita et al., and Ningsih.

Firstly, the result of Fauziah's research (2021) entitled "Teaching Media Powtoon to Assist Students' Writing Narrative Text" found out that the students' spelling vocabulary, writing content, and correct grammar increased. In addition, from the results of interviews with students, there were two results. First, all students were motivated to learn writing by using Powtoon. Second, nearly all students approved that the lesson of handwriting through the use of Powtoon media made them felt pleasant. The research revealed a kind perception of the teacher's strategy. In addition, Powtoon also helped students in boosting for their self confidence in writing practice.

Secondly, the research result of Anita et al. (2021) entitled "The Effect of Using Powtoon toward Students' Motivation in Writing" discovered that Powtoon media was shown to be able to raise students' motivation in terms of writing. There was a great influence of using Powtoon on student motivation in writing class.

Third, Ningsih (2021) did a study entitled "Teaching Writing Recount Text by Using Powtoon Video" to find the advantages of using Powtoon. The study found that there are four advantages of applying Powtoon videos in writing classes, namely: 1. Building enjoyable class situation; 2. Increasing the motivation and enthusiasm in writing; 3. Realizing them for being self-learners; 4. Developing the creativity from the teacher.

From the analysis of some studies, it can be stated that there were similarity and difference with the studies above. The similarity was the study by the researcher used Powtoon as well in teaching process. The study conducted by Fauziah took an English teacher as the sample. Also, in the research, students were asked to edit animation video using Powtoon. In contrast, this research sample was students and they were not required to edit animation video using Powtoon. The sample of Anita's study was eighth grade students while this research sample was students from grade XI. Ningsih's study goal was knowing Powtoon advantages and disadvantages while researcher's goal was knowing whether Powtoon as the learning medium was effective for students to improve their writing of narrative text.
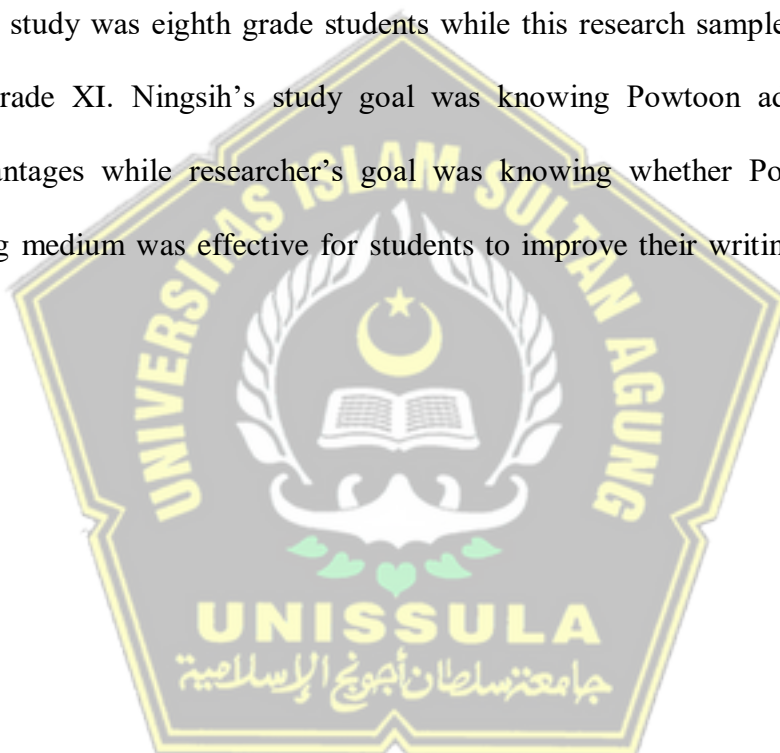
CHAPTER III

METHOD OF THE STUDY

This chapter presents the study method. It consists of Research Design, Variables of the Study, Subject of the Study, Instrument of the Study, Validity of Instruments, Reliability of Instruments, Data Collection Procedures, and Data Analysis.

3.1 Research Design

The research is categorized as the experimental research. Experimental research is a type of research conducted by manipulating treatments or interventions on the research object, which is referred to as the experimental group.

Quasi-experimental is often implemented in educational research. It is the most appropriate research design for educational studies involving human subjects (students or teachers) that are difficult to fully control.

The research design of this study is as stated below (Sugiyono, 2012)

01   X   02   (Experimental Group)

----

03   -   04   (Control Group)

Explanations

01   : Pre-test for the experimental group

02   : Post-test for the experimental group

03   : Pre-test for the control group

04   : Post-test for the control group

X   : The treatment for experimental group

\-   : There is no treatment

3.2 Variables of the Study

a. The independent variable was the use of Powtoon Software as the learning medium.

b. The dependent variable of the study was students' writing of narrative.

3.3 Subject of the Study

This study was conducted in SMA Negeri 1 Pegandon. The subject study was the students of SMA Negeri 1 Pegandon.

3.3.1. Population

The population was SMA Negeri 1 Pegandon students from class XI.

3.3.2. Sample

Purposive sampling technique was used in the study. The samples of this study were two classes of eleventh graders of SMA Negeri 1 Pegandon. It includes class XI 1 the XI 2.

3.4 Instrument of the Study

The instrument used was tests:

1. Pre-test

It was type of test that is used when the treatment was not yet carried out. It was to observe their ability in writing. They were provided with a written test on narrative text to identify their writing ability.

2. Post-Test

It was type of test that is used when the treatment was administered. In this study, it was done after the treatment. They were provided with a written test on narrative text to identify their writing ability after treatment.

3.4.1 Validity of Instruments

The researcher implemented content validity since that it was covered representative material. To measure the content validity, this study was necessary to adjust the test to be applied in the school syllabus and the material being taught adjusted. To find out the content of the instrument was valid content or not, the researcher arranged the test dealing with writing of narrative text. Validity of Instruments involved the English teacher in SMA Negeri 1 Pegandon and the advisor as the experts.

3.4.2 Reliability of Instruments

In research, reliability is important. To do the reliability measurement, SPSS was used.

3.5 Data Collection Procedures

The procedures of data collection of the research are mentioned into six steps.

1. All instruments for collecting the data were checked.

2. Try-Out was carried out for non-sample class.

3. Pre-test for both groups.

4. There were treatments for experimental group and without treatments for control group.

5. Post-Test for both groups.

6. Finally, data were analysed.

3.6 Data Analysis

The data were analysed quantitatively with SPSS. Data analysis process between both groups was by measuring normality standards, homogeneity, and the t-test.

3.6.1 Normality

Normality analysis used to know the normality. The normality test was done by calculating the normality of data using Kolmogorov-Smirnov and then stated hypothesis as H0: if sig (2-tailed) > 0.05, the data were normal. Ha: if sig (2-tailed) < 0.05, the data were not normal.

3.6.2 Homogeneity

The procedures of the test were by analysing the homogeneity by using SPSS test of Levene and stating the hypothesis into H0: if sig (2-tailed) > 0.05, the variance of two data were homogenous. Ha: if sig (2-tailed) < 0.05, the data were not homogenous.

3.6.3 T-test

T-test was needed for identifying the significance difference from both groups. It was to compare the means from post-test. It was to find out hypothesis of this study.

3.6.4 Scoring Technique

After collecting all data, next step was to analyse data collected. Data were analysed by using statistic program through SPSS. The normal standard for analysis was 0.05. It was normal if sig (2-tailed) more than 0.05 and it was not normal if sig (2-tailed) less than 0.05.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents Research Finding and Discussion. It consists The Description of the School, The Description of the Subject, the Instrument Validity and Reliability, Pre-Test Data Analysis, The Treatment, Post-Test Data Analysis, and Discussion of Research Finding.

4.1 Description of the School

The study was carried out at SMA Negeri 1 Pegandon. The school is located at Jalan Raya Putat, Pegandon Village, Central Java. The accreditation of the school is A. SMA Negeri 1 Pegandon is the only one state high school in the village. The school has a very good reputation, as evidenced by many achievements its students have made both in the academic and non-academic fields. In addition, the trophies are displayed in the entrance hall.

Since 2019, SMA Negeri 1 Pegandon has been one of the Adiwiyata schools. Therefore, the school always encourages the creation of knowledge and awareness of school members in environmental conservation efforts. In order to realize this program, the school formed several working groups, including agriculture, medicinal plants, scouts, etc.

The school has quite complete facilities in order to support teaching and learning activities. There are library, computer laboratory, LCD, whiteboard, and comfortable classrooms.

4.2 Description of the Subject

The 11th grade students of SMA Negeri 1 Pegandon 2023/2024 were chosen as the subject. Class XI 1 as the control group and class XI 2 as the experimental group that were chosen by purposive sampling which has mentioned in chapter three.

4.3 The Instrument Validity and Reliability

Try out was conducted for knowing the validity and reliability from instrument used. Validity was tested by asking rubric judgement while the reliability was tested by conducting try out test for non-sample group.

In this study, the try-out was conducted in class XI 3 that consists of 34 students. There was an essay writing test in this try out test.

4.3.1 Validity

Content validity was determined by expert judgement which has been consulted with the supervisor and an English teacher to validate the test regarding the content. The rubric can be seen on the appendix 1 and 2. The rubric showed that the validity of the instrument was valid and could be implemented for the tests.

4.3.2 Reliability

. To find out the instrument has the same results when it is used in the same occasion, reliability was used in this study by using Cronbach's Alpha.

Table 4.1 Reliability Statistics

Cronbach's Alpha	N of Items
.788	5

The instrument was reliable if the Cronbach's Alpha value was > 0.60 and not reliable if the value < 0.60. It clearly could be concluded from table that Cronbach's Alpha was 0.788 > 0.60. Because the result was more than 0.60, so the instrument was reliable.

4.4 Pre-Test Data Analysis

This sub chapter presents pre-test standard normality, pre-test standard homogeneity and pre-test mean score. Pre-test standard normality is in 4.4.1, pre-test standard homogeneity is in 4.4.2, and pre-test mean score is in 4.4.3.

4.4.1 Pre-Test Standard Normality

Pre-test of the two groups was conducted on 1st August 2023. After the researcher obtained the data, normality from the instruments was important to be analysed. This study used the Kolmogorof-Smirnof test from SPSS to process it. The results are in table 4.2.

Table 4.2. Normality Test of Control and Experimental Group

				Control	Experi mental
N				34	34
Normal Parameters[a,b]	Mean			81.32	81.47
	Std. Deviation			5.531	5.287
Most Extreme Differences	Absolute			.111	.130
	Positive			.058	.108
	Negative			-.111	-.130
Test Statistic				.111	.130
Asymp. Sig. (2-tailed)[c]				.200[d]	.155
Monte Carlo Sig. (2-tailed)[e]	Sig.			.345	.148
	99% Confidence Interval	Lower Bound		.333	.139
		Upper Bound		.357	.157

a. Test distribution is Normal.
b. Calculated from data.

The table above shows that control group score was 0.111, sig (2-tailed) 0.20 > 0.05. Experimental group score was 0.130, sig (2-tailed) 0.15 > 0.05. The conclusion was the data were normal.

4.4.2 Pre-Test Standard Homogeneity

Table 4.3. Homogeneity Test of Control and Experimental Group

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	.002	1	66	.964
	Based on Median	.012	1	66	.914
	Based on Median and with adjusted df	.012	1	65.799	.914
	Based on trimmed mean	.007	1	66	.933

From the statistic above, it indicates that data were 0.964 > 0.05. Because it was more than 0.05, therefore, it can be stated that the data were homogenous or equal.

4.4.3 Pre-Test Mean Score

Table 4.4 Pre-Test Mean Score of Control and Experimental Group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	34	81.32	5.531	.949
	Experimental	34	81.47	5.287	.907

Mean was the average of the score, 81.32 was for control group whereas 81.47 was for experimental group for pre-test.

4.5 Treatment for Experimental Group

For doing the treatment, this study was carried out in three meetings. The treatments for experimental group were conducted on 2 until 4 August 2023. In doing the treatments, the experimental group was taught by using Powtoon.

First treatment was done on 2 August 2023. The goal of the activity was to understand the purpose, the generic structures, and the language features of narrative text. Second meeting was done on 3 August 2023. Topic was narrative text and its generic structures. In the third meeting on 4 August 2023, the students were given the example of narrative text and its language features. They were given the opportunity to ask the question including all materials in the treatments.

Treatment was given on 2 until 4 August 2023 by using Powtoon as the medium for learning to the XI 2 and without Powtoon to XI 1.

a. First Treatment

There were three activities in the first treatment. The three activities were opening, core, and closing.

Opening

1. Greeting the students kindly when entering the classroom.

2. Praying.

3. Checking the students' attendance.

Core

1. Providing the stimulus in the form of asking questions related to narrative text.

2. Delivering the learning materials using Powtoon. The learning materials using Powtoon include the meaning, the purpose, the generic structure, and language features of narrative text.

3. Providing opportunities for students to ask questions if there was something that they did not understand from the learning process.

Closing

1. Informing the activities for the next meeting, namely example of narrative text.

2. Praying

3. Greeting the students kindly when ending the lesson.

b. Second Treatment

There were three activities in the second treatment. The three activities were opening, core, and closing.

Opening

1. Greeting the students kindly when entering the classroom.

2. Praying.

3. Checking the students' attendance.

Core

1. Providing the stimulus in the form of asking questions related to narrative text from the previous meeting.

2. Presenting narrative text example by using Powtoon.

3. Analysing its generic structure.

4. Providing the opportunities to ask questions about the materials.

Closing

1. Informing the activities for the next meeting..

2. Praying.

3. Greeting kindly when ending the lesson.

c. Third Treatment

There were three activities in the third treatment. The three activities were opening, core, and closing

Opening

1. Greeting the students kindly when entering the classroom.

2. Praying.

3. Checking the students' attendance

Core

1. Providing the stimulus in the form of asking questions related to narrative text from the previous meeting.

2. Presenting narrative text example by using Powtoon.

3. Analysing its language features.

4. Providing opportunities to ask questions about the materials.

Closing

1. Praying.

2. Greeting the students kindly when ending the lesson.

4.6 Post-Test Data Analysis

In this study, post-test was done on 4 August 2023. The aim of this test was to know the students' improvement on their writing ability about narrative text after the treatments were given. For post-test, the students were given a narrative text writing test. The test was similar with the try-out and pre-test. Here is the result of T-test by using Independent Sample T-test:

Table 4.5 Post-Test Mean Score of Control and Experimental Group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post	Control	34	83.03	4.502	.772
	Experimental	34	86.18	3.802	.652

The result showed that 83.03 was control group mean whereas 86.18 was experimental group mean. 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. Mean of the pre-test for experimental group was 81.47 while

for experimental group was 86.18. It means that the student score increased by 4.71.

Table 4.6 Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference		
		F	Sig.	T	df					Lower	Upper
Score	Equal variances assumed	1.068	.305	-.3.114	66	.001	.003	-3.147	1.011	-5.165	-1.129
	Equal variances not assumed			-.3.114	64.197	.001	.003	-3.147	1.011	-5.166	-1.128

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 treatments. In other words, Powtoon

was more effective to be used. Therefore, post-test data experimental group was

better than control group.

4.7 Discussion of Research Finding

In this study, the goal of the study was to find out whether Powtoon as the learning medium was effective in improving students' narrative writing. The study was carried out in SMA Negeri 1 Pegandon and the population was eleventh grade students in the academic year 2023/2024.

This study was conducted by doing try-out for non-sample group in the first meeting, pre-test on the second meeting, treatment for experimental group and without treatment on the third until fifth meetings, and the last was post-test.

After doing the treatment, the researcher 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' 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 above, t-test showed that sig (2-tailed) was $0.003 < 0.05$, experimental group was higher than the control group. It shows that using Powtoon as a medium for teaching was effective to improve students' writing in narrative text.

The researcher found several advantages and disadvantages of using Powtoon as the learning medium. The advantages were Powtoon can be used to create a new learning atmosphere. In addition, Powtoon is easy to use with its easy-to-understand features. So that it is easier for teachers to create their learning medium according to the material and teachers' creativity. In contrast, there were

the disadvantages of using Powtoon. LCD projector was needed to present Powtoon during the learning, so for the schools that do not have a projector will find it difficult to present Powtoon at class. Furthermore, Powtoon required a good internet connection and sufficient device capacity so that places with poor internet connections will find it difficult to open the software.

The results of this study have similarities and differences with the related studies. Firstly, Fauziah (2021) entitled "Teaching Media Powtoon to Assist Students Writing of Narrative Text" knew that there was an improvement after using Powtoon. In study conducted by the researcher, 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 ability of the students in narrative text writing.

Secondly, "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 researcher, 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 writing ability in narrative.

Thirdly, next research was 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 them for being self-learners; 4. Developing the creativity from the teacher. Of course, the results of the study conducted by the researcher 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. From the analysis, it could be concluded that there are similarities and differences between the results of the study and related studies.
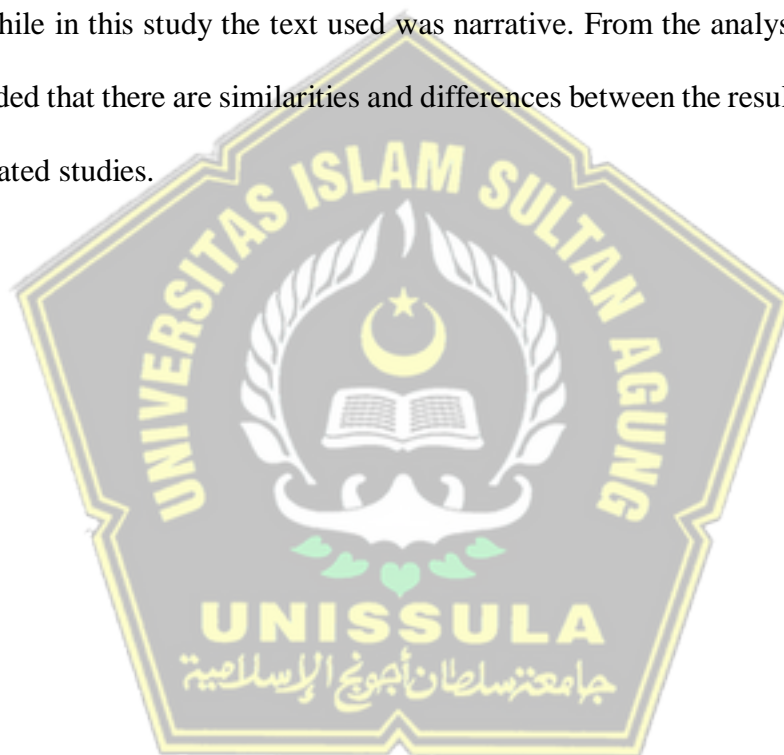
CHAPTER V

CONCLUSION AND SUGGESTION

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

5.1 Conclusion

The results showed that there was 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 of control and experimental group in 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.

5.2 Suggestion

The researcher would like to provide several suggestions for English teachers, students, and future researchers. Teachers may use Powtoon as the learning medium for teaching writing. Teachers need to deliver creatively the materials. For students, they should give their attention during the learning process. Students could use technology in their daily life, but they still need to realize that the technology can help them to understand the material easily. Lastly, further researcher may use this study to explore about the use of Powtoon as the medium for teaching. Also, the researcher may take the study at another levels. It can be conducted in other school to know the use of Powtoon for the learning process.

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