Student's Perception of Using Powtoon as a Learning Media in Teaching Speaking

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Abstract. This study aimed to discover students' perceptions of using animation videos from Powtoon as learning media on the greeting card topic, especially for their speaking ability. This study was carried out at SMPN 14, Bengkulu Tengah, in the eighth grade. The present study employed a quantitative research methodology in survey research design. 12 students from VIIIA who were selected through the use of the purposive sampling technique served as the research samples. A Likert scale was used to assess the data that were gathered from a questionnaire regarding students' perceptions. The mean score of each questionnaire item was then categorized using interval score interpretation. The study's conclusions showed that students' perceptions of Powtoon's use as a teaching tool in speaking classes were positive. All 11 questionnaire items (73,3%) obtained the "very good" category, and 4 questionnaire items (26,7%) obtained the "good category." In conclusion, the majority of the students agreed that Powtoon makes the learning process more interesting and makes absorbing the material easier, increasing students pronunciation and vocabulary mastery. The teacher also benefited in terms of producing interesting and fun speaking lesson videos.

Keywords: Perception, Powtoon, Learning Media, Speaking

Introduction

The media plays a big role in supporting the success of the educational process. Media is derived from the Latin "Medius", which informally denotes middle, mediator, or sender. In an unofficial sense, teachers, books, and the school community are all media. More precisely, the use of media in education refers to the recording, archiving, and distribution of spoken or visual material. Two essential elements in the learning process are the teaching methodology and the educational materials.

One of the main purposes of learning media is as a teaching tool that also affects the learning environment, conditions, and atmosphere that are planned and created by the teacher. According to Hamalik (2008), the use of educational media to help students acquire new needs and interests might have a psychological effect on them in addition to inspiring and boosting defensive activity. It can also be used to raise the standard of education. Learning media can be seen as a hardware or software tool that teachers use to deliver materials to their students during the learning process. There are numerous media resources. Traditional resources like textbooks, workbooks, and

lectures may be among them, as well as more contemporary media types like videos, podcasts, and online courses. This material should influence the learning process in a way that serves the goal of knowledge acquisition. It encourages students' interest in this time period. Z-generation students are those who were born between the middle of the 1990s and 2010 were exposed to technology through educational media. The integration of technology into education, specifically for the purpose of teaching, learning, and practicing English while allowing students to do so simultaneously, has the potential to change some of the present methods of education. Additionally, it may increase students' motivation and enthusiasm for learning the English language. While most schools have provided tools to support the integration of technology into the teaching and learning process, it is actually the teacher who holds the key to effectively connecting new technologies through the classroom and enabling students to interact with digital media. The use of technology as a learning tool may promote the learning process and help students understand the material by stimulating their feelings, thoughts, willingness, and attention.

Haryoko (2009) defines audio visual media as a medium for distributing information that has both audio (sound) and visual (image) features. This method is better at presenting information because it has both features. Currently, there are many applications that include audio visual media. One of them is the Powtoon. "PowerPoint" and "Cartoon" are combined form of "Powtoon". Powtoon can be utilised in all educational levels, however it works best in secondary schools. Charbel and Nour (2018) discover that there are seven benefits of using Powtoon. First, it gives students the opportunity to watch and discuss a topic. Second, a well-crafted powtoon may get students interested in the subject. Third, encourage students to participate actively in their education. Fourth, Powtoon helps students achieve a more notable level of data comprehension. Fifth, Powtoon's combination of visual, aural, and movement makes the class enjoyable. Sixth, the majority of basic forms are free or at a minimal cost. Finally, it is practically feasible with multiple operational frameworks. In conclusion, Powtoon makes learning enjoyable, relaxing, and interesting for students.

Apart from students, teachers also benefit from using Powtoon. This approach has an effect on the teachers' ability to be creative and proficient with technology as well. If the teacher wants to design a media with Powtoon, the teacher must improve the ability to use technology tools so that the function of using Powtoon can be achieved optimally. Powtoon can be used offline and online in both presentation and *pdf* form. It offers features including cartoons, handwriting animation, and transition effects (Basri et al., 2021). Teachers can create animated videos and publish them on YouTube. It is helpful for anyone who wants to learn about the subject, especially for secondary content because it is not limited only for classroom activities. According to Sutisna et al. (2019), PowToon is a tool that functions similarly to Prezi, Impress, and Power Point. It uses slides that allow for the addition of text and images, as well as the ability to animate and add sound or music, whether from an external source or present within the same application. Consequently, a product is created that combines the appearance or look of a Comic book and PowerPoint presentation.

Powtoon may be one of the tools that helps teachers develop their pupils' speaking abilities. One of the most essential skills in language acquisition is speaking, which is why students should be proficient in it (Febrina and Hamdi, 2023). According to Hammer in Muhedeen and Mahmood (2023), speaking exercises provide students with the opportunity to practice speaking in real-world situations in the secure environment of the classroom. To help students learn to talk as much as possible, teachers should design lessons that are memorable and let students act out or say what they have learned right away. In an encouraging learning environment, students will often participate spontaneously and willingly if the teacher provides them with a task and topic that are appropriate.

Based on research conducted by previous researchers, Powtoon can improve students' speaking abilities. The first research was conducted by Lestari et al. (2022) stated that Powtoon can facilitate students in learning process. It brings out each potential and encourage students to carry out learning activities enthusiastically. Syafitri et al. (2018) also carried out the initial study. They discovered that Powtoon's song and video conversation activities positively impact students' willingness to study as well as their ability to pronounce words correctly. The students' activeness, desire, interest, and attitude were indicators of it. The next research is conducted by Oktaviani et al. (2020) revealed that students' comprehension of foreign cultures increased each cycle. During the teaching and learning activity, the students showed high levels of enthusiasm and positive behavior. Next is conducted by Wardani (2023) that considered successful because the use of Powtoon media helped MTs Ashri Jember's class VII students' vocabulary mastery increased since 75% of all students whose research received a minimum score of 75. Of all students, 28 received a score higher than the passing mark, accounting for 77.77% of the total. The last study was conducted by Basri et al. (2021) figured out whether or not Powtoon might improve students' motivation. They employ the comparison method to demonstrate that the Powtoon application can be an effective learning tool when they are participating in COVID-19 pandemic online learning. There was a significant value of less than 0.05 in the T-test result and the mean value of the students' score increased significantly from 62.69 to 72.31. This indicates that Powtoon is capable of improving students' motivation to learn.

The process of teaching and learning is challenging. It requires concentration, attention, and work. Teachers have responsibilities to teach their students. They should make the learning process enjoyable for their students in order to fulfill that. When they encounter some difficulties, they should be able to express their opinions. Students should not see learning as a burden or feel obliged to learn. Instead, teachers should help them learn in a fun way by including them in the activities and fostering a fun environment. Through understanding students' perspectives, teachers can adapt their inquiries to meet the needs of each individual student. Students' perceptions are based on their thoughts about how to respond to what they have done or learned (Ansow et al., 2022). This perception will support teachers in achieving the goal of a qualified teaching and learning environment.

Considering the previous explanation above, previous researches has not discussed the use of Powtoon in teaching speaking. In this study, the researcher conducted research on student's perception toward the implementation learning media using Powtoon in teaching speaking. The term "student perception" in learning refers to a student's viewpoint on everything that is provided or applied during a learning activity (Lindawati et al., 2022). Teachers can make adjustments and assessments of the system, procedures, or learning material based on students perspectives. The researcher performed this study, especially on the greeting card topic, to discover students' perceptions toward Powtoon as a learning tool. Thus, the researcher formulated the research question, which is: What are the students's perceptions of Powtoon as a learning medium in teaching speaking?

Method

The aimed of this study is to find out the perceptions of VIII A class students at SMP Negeri 14 Bengkulu Tengah about using Powtoon as a learning tool for speaking lessons. The researcher used the quantitative research method to accomplish the research goal. This research design was survey research.

Survey research, as defined by Check & Schutt (2012) is the collection of information from a sample of individuals through their responses to questions. This is also supported by Gideon (2012), who says that survey research is a structured method of data collection that involves gathering

quantitative information from a sample of individuals using standardized questionnaires or interviews. This method has ability to provide a broad overview of trends, attitudes, behaviors, and characteristics within a population. Participant recruitment and instrumentation can be used in this type of research. Survey research has the potential to employ quantitative research methods by using numerically rated items in questionnaires. Targeted questions are utilized to investigate and explain human behavior, preferences, and opinions from both individuals and groups.

Population of this research was VIII A class students of SMP Negeri 14 Bengkulu Tengah. Total number of the population is seventeen students. This class was selected because of their prior experience using Powtoon in speaking lessons. They are familiar with Powtoon and able how to use it in classroom activities because of their experience. Purposive sampling was the method used to choose research samples.

Andrade (2021) defined a purposive sample as one whose attributes are specified with the intention of being relevant to the research. The researcher selected the sample for this study based on factors such as active engagement in the learning process, media interest, and demonstrated improvements in speaking ability. Thus, twelve students made up the total number of research samples.

A closed-ended questionnaire was used in this study to collect data from the research subjects. The questionnaire, which has 15 items related to the students' perceptions of using Powtoon as a learning tool in speaking classes was adapted from Mita et al. (2022). The Likert scale employed in the questionnaire allows for the division of responses into four categories: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SA). In order to allow students to clearly express their perceptions, the researcher opted to include only four categories and omit the neutral category. Because certain students do not own personal phones, the researcher handed out the questionnaire in paper form. The information was gathered at SMPN 14 Bengkulu following the English lesson on November 9th, 2023.

To analyze the data obtained from questionnaires, researcher gave scores for each category of response; 4 for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree. The next step is counting the interval category for the questionnaire scores. The formula from Sumartini (2017) was used to count the interval category. To give a clear interpretation of the data, the researcher showed the data by using an interval score interpretation as follows:

Table 1. Interval Score Interpretation

Interval	Interpretation
1 – 1,75	Poor
1,76 – 2,5	Fair
2,6 – 3,25	Good
3,26 – 4	Very Good

Findings and Discussion

The objective of this study is to investigate students' perceptions of using Powtoon as a learning medium in speaking lessons. Through the questionnaire, the data were obtained from research samples. The questionnaire was distributed to twelve VIII A students of SMP N 14 Bengkulu Tengah.

After collecting data from research samples through a questionnaire, the researcher analyzed them by finding the mean score of each questionnaire item. Furthermore, the mean scores were categorized using the formula of interval of data interpretation by Sumartini (2017) in order to find out the predicate of each questionnaire item. The overall results of the data analysis can be seen in the following table:

Table 2. Results of Data Analysis

No	Statements	Degree of Agreement				Mean	Category
		SD	D	A	SA		
1	Learning through the animated video from Powtoon help me to understand the material about Asking and Giving Permission.	10 (83,3%)	2 (16,6%)	0	0	3.8	Very Good
2	Learning through the animated video from Powtoon help me to increase my listening skill about Asking and Giving Permission.	7 (58,3%)	5 (41,6%)	0	0	3.5	Very Good
3	Learning through the animated video from Powtoon help me to increase my speaking skill about Asking and Giving Permission.	6 (50%)	6 (50%)	0	0	3.5	Very Good
4	I know a lot of vocabulary pronunciation and how to make sentences about Asking and Giving Permission because the animated video is equipped with voice over about pronunciation.	10 (83,3%)	2 (16,6%)	0	0	3.8	Very Good
5	Learning English especially Asking and Giving Permission through the animated video from Powtoon can make the learning process interesting.	11 (91,6%)	1 (8,3%)	0	0	3.9	Very Good
6	The motion from the animated video from Powtoon distracts my understanding in learning English about Asking and Giving Permission.	1 (8,3%)	6 (50%)	5 (41,6%)	0	3.08	Good
7	I feel bored every time I watch animated videos from Powtoon because they are not interesting.	0	7 (58,3%)	4 (33,3%)	1 (8,3%)	3,4	Very Good
8	I difficult to understand the explanation and the instruction in the animated video from Powtoon.	0	2 (16,6%)	8 (66,6%)	2 (16,6%)	2,8	Good
9	The animation is more interested than the material.	0	6 (50%)	4 (33,3%)	2 (16,6%)	2,6	Good

No	Statement					Mean	Category
10	The animation used appropriate with the material.	8 (66,6%)	4 (33,3%)	0	0	3,6	Very Good
11	Because the animation is interesting, I am excited to learn English.	8 (66,6%)	4 (33,3%)	0	0	3,6	Very Good
12	I prefer Powtoon's animated videos with music than Powtoon's animated video with voice over about the material.	9 (75%)	3 (25%)	0	0	3,75	Very Good
13	Learning through the animated video from Powtoon increase my motivation in learning English.	9 (75%)	2 (16,6%)	1 (8,3%)	0	3,5	Very Good
14	I get many benefits from online English learning about Asking and Giving Permission using animated video from Powtoon.	8 (66,6%)	4 (33,3%)	0	0	3,6	Very Good
15	There are many challenges of online English learning about Asking and Giving Permission using Powtoon.	3 (25%)	6 (50%)	3 (25%)	0	2,75	Good

a. Questionnaire Items with "Very Good" Category

Based on the results of the data analysis, it was revealed that there were 11 questionnaire items that were in the "very good category." The results of the following questionnaire items showed positive perceptions from students toward the use of Powtoon as a medium for speaking lessons. It can be seen from the category obtained, which is "Very Good," with mean scores ranging from 3.4 to 3.8. Furthermore, the fact that the students in this category only selected "agree" and "strongly agree" strengthens the indication of positive perspectives.

In the questionnaire, item number 3 showed that half of the students (83,3) strongly agreed and agreed that they were using Powtoon in speaking lessons to learn a lot of vocabulary, pronunciation, and how to make sentences, and the rest (16,6%) chose "agree." In questionnaire item number 4, it was found that 83.3% of the students strongly agreed that using the Powtoon application in class helps students understand the material, while the rest chose "agreed." The mean score for this item was 3.8. In questionnaire item number 2, which is "Learning through Powtoon increases listening skills," it was shown that 58.3% of the students chose "strongly agree" and the rest, 41.6%, chose "agree." The questionnaire item number 5, which is "Learning through Powtoon makes the learning process interesting," showed that the majority (91,6%) of the students chose "strongly agree" and the rest (8,3%) chose "agree."

The result of questionnaire item number 7, which says "I feel bored learning through Powtoon because they are not interesting," was that 4 students (33,3%) chose "agree," 1 student (8,3%) chose ""strongly gree," and 7 students (58,3%) chose ""disagree." All three questionnaire items (numbers 10, 11, and 14) had the same mean score, which is 3, and 6 strongly agreed that learning using Powtoon had many benefits. The results of questionnaire item number 7 showed that 70.6% of the students strongly agreed that using Powtoon in the

classroom made them more interested in following learning material, and the rest 29.4% chose "agree.".

In the questionnaire, item number 12 showed that the majority of the students (75%) strongly agreed that they preferred Powtoon's animated videos with music, and the rest (23% chose "agree." In questionnaire item number 13, which stated Powtoon increasing motivation in learning English, 9 students (75 % chose "strongly agree," 2 students (16.6%) chose "agree,""and 1 student (8.3%) chose ""disagree."

b. Questionnaire Items with "Good" Category

Overall, the responses to this category's questionnaire item showed that students' opinions of Powtoon's use in terms of media, utility, and learning motivation were positive. Two of the questionnaire items (mean scores ranging from 2,75 to 2,8) were classified as "good."

Students indicated three different levels of agreement in this category: strongly agree, agree, and disagree. As a result, the degrees of agreement are also more varied than in the previous one.

In questionnaire item number 6, which says, "The motion from Powtoon distracts my understanding of learning English," 41,6% of the students chose "disagree," 50% chose "agree," and the rest, 8,3%, chose "strongly agree." This item had the mean score of 3,08. In questionnaire item number 8, which stated that students Powtoon found it difficult to understand the explanation and the instructions in the animated video from Powtoon, 2 students (16,6%) chose "agree," 8 students (66.6%) chose "disagree," and 2 students (16,6%) chose "disagree." The last questionnaire item from this category is number 15, which says, "There are many challenges to learning using Powtoon." In this item, 3 students (25%) choose "strongly agree," 6 students (50%) choose "agree," and 3 students (25%) choose "disagree." This indicates that there were still students who did not enjoy learning using Powtoon. Students thought that there were many challenges and distractions when learning using Powtoon.

Discussion

The findings of the data analysis revealed that students' perceptions of Powtoon's use as a learning tool in speaking lessons were positive, especially in asking and giving permission topic. All 11 questionnaire items (73,3 %) obtained the "very good" category and 4 questionnaire items (26,7 %) obtained the "good category." No item was categorized as "fair" or "poor."

The highest mean score was found in questionnaire item number 5 which says "Learning English, especially Asking and Giving Permission using Powtoon's animated video can make the learning and teaching process interesting." This item had a mean score of 3,9 and with majority of responses were "strongly agree" (11 out of 12). This indicates that using PowToon's animation videos in speaking lessons makes the learning process more interesting. This is in line with Sutisna et al. (2019) claimed that the students were interested and focused on the materials and could answer teacher questions regarding the lesson. The subtitle of the video helped students easily try to imitate the pronunciation of the word. This finding is in line with Rahmawati and Suhendra (2021), who said that the students were fascinated and absorbed the more easily. Syafitri et al. (2018) also revealed that the pronunciation and participation of students in the speaking class improved a lot. Mita et al. (2022) advised using Powtoon as a teaching tool due to students' positive perceptions in terms of speaking practice, vocabulary mastery (Trisnawati et al., 2021) and high-level thinking skills (F. Rahmawati & Ramadan, 2021).

On the other hand, the lowest mean score was found in questionnaire item number 9 (the

animation is more interested than the material), which obtained a mean score of 2,6. The result of this questionnaire item is in accordance with Oktaviani et al. (2020), who stated that almost half of the students (40%) tend to avoid technology. In this study, students found the motion from the animated video to disctract their understanding of English. It was shown in the questionaire number 6, where half of students (50%) choose "agree".

Powtoon as a learning medium also had an increasing impact on students' motivation. In questionnaires 11 and 13, students were excited to learn, which increased their motivation. This is shown by the results, in which 75% of students chose "strongly agree." It was in line with the result Anita and Kardena (2021), which found that there was a significant effect of using Powtoon on students' motivation based on the t-test.

The findings of the research indicated that Powtoon is a very beneficial learning tool for teachers as well as students. According to Rahmadani and Miladiyenti (2023), claimed that Powtoon assists teachers in producing interesting and fun speaking lesson videos. This can be seen by the answer to result question number 10, "The animation used was suitable to the material." With the many features offered by the Powtoon application, the teacher can choose the animation that is suitable for the subject.

The majority of survey responses indicated that students had a positive perception of Powtoon's use as a teaching tool during speaking lessons. Powtoon was beneficial for students and teachers. Students were able to pay attention to and become interested in speaking lessons because of their interactive features. The teacher also produced a pleasant learning environment and suitable learning materials. Students enjoyed the lesson and became more engaged in the learning activities as a result. They also picked up new vocabulary.

Conclusion

The data analysis revealed that teachers and students responded extremely well to the animated video that used Powtoon application to ask and give permission. It was determined that the speaking lesson's animated video, which was aided by the powtoon, was suitable for educational use. With the help of animated videos, students can acquire English more quickly. However, some students find it hard to concentrate because they are distracted by the animation. They find the animation more interesting than the material.

Due to the fact that this study was only conducted in a specific area, the researcher would like to offer the three subjects' recommendations for enhancing future teaching and learning activities. First, it is recommended that English teachers use Powtoon's animation videos as an active learning tool for other English skills such as listening, reading, or writing. Teachers can create activities that encourage students to participate actively in the learning process by utilizing animation, which is an effective strategy for attracting their attention. Teachers can use Powtoon to ensure that students understand the material by personalizing the lessons and drawing connections between the material and real-world experiences. The teaching materials need to be interactive and suitable. Any subject other than asking and giving permission can also be taught using Powtoon.

It is advised that other researchers who want to carry out additional research interview the teacher to learn about their perception of using Powtoon as a teaching medium. Whether or not there are difficulties while using Powtoon as educational material. Lastly, it is advised that the school or another group provide a workshop on the use of technology in English teaching and learning in order to improve the quality of the teachers.

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