

## **THE EFFECT OF USING POWTOON TOWARD STUDENTS' MOTIVATION IN WRITING**

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### **ABSTRACT**

*This research was done due to the lack of students' motivation in writing in MTsN 1 Agam. To find out whether there was a significant effect of using Powtoon toward students' motivation in writing, the hypothesis was formulated. This quantitative research was classified into experimental research. The sampling technique used in this research was cluster random sampling. Two groups were selected as the sample of the research that was separated into experimental group and control group. There were 37 students as the respondents in the experimental group and 34 students as the respondents in the control group. The experimental class was taught by using Powtoon as media in teaching and the control group was taught only by using an English book. The result of paired sample *t*-test showed that the *t*<sub>obtained</sub> (4,722) was higher than *t*<sub>table</sub> (2,028) for the degree of freedom 36 with the level significant 0,025. The null hypothesis was rejected and the alternative hypothesis was accepted. It means there is a significant effect of using Powtoon toward students' motivation in writing at the eighth grade of MTsN 1 Agam. The researcher proved that the Powtoon as a media was able to increase students' motivation in writing.*

Keywords: *Powtoon, Media, Teaching, Students' Motivation, Writing*

### **INTRODUCTION**

Writing is one of the four skills in English that concerns conveying the messages made by the writer from thinking, compiling, and revising procedures to become a written text. The written text as the product of writing is the result of a writer's ability. In addition to helping writers express and convey a message, the writing skill can also be the way to find out the extent to which students can understand what is conveyed by the teacher.

There are several writing purposes such as writing to explore, writing to entertain, and writing to inform (Allan, 2009). Moreover, the purpose of writing can be used for the assessment, convey messages, entertain the reader, to inform something, explore, and communicate through written language in formal and informal settings.

In teaching writing, the important points that the teacher should know are the principles and the teacher's role. There are several principles that a teacher should consider while

planning a course. These principles can be adapted to the many different learning situations, such as understanding the students' reasons for writing, providing many opportunities for students to write, making feedback helpful and meaningful and clarifying for the teacher, and for the students, how students' writing will be evaluated (Nunan, 2004). The role of the teacher as the promoter in a multicultural perspective for the students. The teacher has an important role in promoting multicultural perspectives for the students such a language as a part of the culture (Kardena, 2016). The teacher should promote the language as a part of multicultural perspectives, oral or even written communication. Thus, there is no misunderstanding or misinterpretation among language users. Moreover, a teacher is not only teaching the students but also giving another role in the class. The teacher has an important role in implementing the curriculum (Kardena, 2015). The teacher's performance while teaching adjusted to the curriculum that the teachers used. Therefore, the teacher needs to pay attention to material based on the curriculum that is used in the school. Teaching writing is needed in language training for developing students' abilities that are not only focused on writing skills themselves but also on students' motivation to write.

Motivation is the beliefs, drive, needs, passion, or psychological mechanism that drives a person or group of people to achieve certain achievements in accordance with what they want. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related (Lai, 2011). Motivation is closely related to one's behavior to improve the quality of self and certain values that are set as targets for achievement. Motivation is divided into two kinds that are intrinsic and extrinsic motivation (Ur, 2009). Intrinsic motivation is the motivation that comes from within the individual to do something to achieve the goal itself. Whereas extrinsic motivation is the motivation coming from outside factors. Intrinsic motivation is efforts made intentionally by a person in increasing his/her ability to achieve the targets set against him/herself including interest, needs, and goals. Persistent motives in learning generate students' motivation indicates when the reason to learn is obvious, students will be motivated, they may apply the correct learning strategy and reach the learning goal (Dewi, 2017).

However, extrinsic motivation is the motivation that comes from a kind of external motivation such as teacher, parent, and learning environment by adding the components of external motivation in learning that are rewards, praise, and competition Both of them have relation for a student as a person who wants to achieve the target by doing an effort continuing. When people are motivated to learn, they are more willing to engage in cognitive processes that demand prolonged effort and persistence (Brown, 2000). Therefore, increasing

students' motivation in writing by using media can be a way for the teacher while teaching in the classroom.

Media comes from Latin *medius* which means middle, intermediary, or introduction. The definition of media in teaching and learning processes tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information (Arsyad, 2011). Media is a tool used as an intermediary in delivering learning to be effective and efficient in the teaching and learning process. Media has types that can be used to motivate students in the teaching-learning process. Computer-based media is one type of media where its utilization includes the presentation of information content, subject matter, exercises, or both. Motivating students by using computer-based media is an example of developing technology in language learning, it should not lose sight of the facts of the teacher who determines the quality of the learning in the classroom. Therefore, using appropriate media for improving students' motivation in writing will involve the teacher's role in giving the material.

A language learning application is one of the ways that can be used by using application software that helps teachers while teaching and learners for increasing students' motivation during the learning process. A language learning application can be gotten from the internet to help the teacher find the appropriate application for improving students' motivation. The students admitted that Learning Management System software affects the improvement of their speaking, reading, listening, and writing skills (Putri & Sari, 2020). In the educational term, the internet provides many information sources for many educational purposes learning that can be used by students (Roza & Yenti, 2020). A teacher can search for any information about appropriate language learning applications to teach the students. Hence, the language learning application corresponding can make students' motivation in learning more effective.

The intended language learning application is an application software named Powtoon. Powtoon is application software that allows the teacher to create free and professional animated video explainers/messages and presentations. Powtoon is a web-based tool that offers a wide array of media options, graphics, cartoons, and animated images to create animated presentations that flow smoothly and logically (Semaan & Ismail, 2018). Powtoon can provide the teacher with unique teaching media and students can be motivated to improve their achievement in learning. As a result, the teacher designs learning according to the objectives to be achieved by the students themselves.

Powtoon in lessons can be used to teach writing skills to students because Powtoon is made for various aspects including media learning in the classroom. The founder of Powtoon

said that Powtoon is created as a tool that is affordable for anyone to create animated clips for their classroom, school, or business (Spitalnik, 2013). Powtoon can help the teacher display material related to writing. Other than that, Powtoon can be used to solve the anxiety in writing that can happen for a writer if the writer finds difficulties to put the idea into written language. For the students who have difficulty putting their thoughts into written words, the writing activity will be a very uncomfortable, and even fearful experience each time they face a written task (Syahrul, 2018). To motivate students in writing, a Powtoon gives benefit to attract students' ideas by showing a unique presentation of material in the teaching-learning process.

Powtoon application has several benefits such as Powtoon has animated features such as handwriting, cartoons, and various transition effects, it reduces teacher verbalism in delivering material, it can motivate the student to learn and it can be used in small or large study groups, and so on (Puspitarini, 2019). The various features provided by the Powtoon application can help the teacher and motivate students in learning. In addition to the benefits above, Powtoon is also useful for the teacher in integrating lessons with the methods that will be used. PowToon's commitment to providing technology to educators, as well as their customized tutorials, can help educators more effectively integrate these new cloud-based capabilities into their teaching methods (Spitalnik, 2013). The existence of applications such as Powtoon can facilitate the teacher and students in teaching and learning in class. As a result, lessons are conveyed more effectively through the use of Powtoon.

Based on preliminary research using observation and interview conducted on 30 August 2019 in MTsN 1 Agam, several problems were found related to students' motivation in writing. First of all, some students had not been motivated to write because the students considered writing by using English was difficult. In observation and the interview with the teacher and students, the students said that writing by using English was difficult even though some students still write for completing the task from the teacher. For increasing students' motivation in writing by using English, the teacher said that the task book was one effort given by the teacher. After the instructions in making the task were explained, the teacher asked students to do writing exercises using their books. When the teacher checked all students, it turns out there were still students who had not made the task. Second, the lack of willingness of students to compose sentences using English was caused less attention during the teaching-learning process. In observation and interview with the teacher, the teacher said that the constraints experienced were lack of students motivation to write using English that happened because of the lack of willingness of some students to compose the sentences using

English and the difficulty to handle all students at the same time. Third, some students wanted the teacher to use media in teaching writing to motivate students in learning English. In the interview with the students, the students said that the teacher used a whiteboard when explaining the material in the classroom. The teacher taught by using the whiteboard without using other media. The students wanted the teacher to use a variety of other interesting tools or media in the class.

Besides presenting interesting media in learning. Other advantages use Powtoon were has animated features and various transition effects that influence students' focus on learning, motivate the students to learn, can be used in small or large study groups, help educators more effectively integrate the new cloud-based capabilities into their teaching methods, and to attract students' idea in writing by showing a unique presentation of material in the teaching-learning process. As explained above about the advantages of Powtoon, the students' problems can be overcome by using Powtoon as a media which is why this research was conducted. Based on the background of the problems, the research is expected to solve the problems related to students' motivation in writing above by examining out the effect of using Powtoon on students' motivation in writing.

## **METHOD**

### **Research Design**

This research was classified as quantitative research by quasi-experimental research. In this research, the instrument that was used to collect the data was the questionnaire. The instrument for this research used the questionnaire in the Likert scale. The data were taken from a questionnaire. The questionnaires were given twice (pre-questionnaire and post-questionnaire) for students to know students' motivation in writing. Firstly, the researcher gave the pre-questionnaire to both the experimental class and control class as the sample of research in the first meeting. Pre-questionnaire aimed at knowing the students' motivation in writing before the treatment. Secondly, treatment was the process of implementing variables in the experiment class to know students' improvements. The treatment by using Powtoon as media was given by the researcher only for the experimental class. Whereas the treatment by using the conventional method was used in the control class. The last, post-questionnaire was given for both groups (experimental class and control class) by the researcher in the last meeting to know the effect of using Powtoon on students' motivation in writing. The result of the pre-questionnaire and post-questionnaire were used as the data of this research.

## Population and Sample

The population of the research was the eighth-grade students that consisted of four classes were VIII.1 class, VIII.2 class, VIII.3 class, and VIII.4 class. These four classes are the population because the eighth grade in MTsN 1 Agam only consists of four classes. The total number of students in each class was different but the level of proficiency in English was the same. These four classes also were taught by the same English teacher. The sample was selected using cluster random sampling. After getting two classes as the sample, both of the classes were separated into two groups. An experimental group that was VIII.1 class consisted of 37 students and a control group that was VIII.2 class consisted of 34 students.

## Research Instrument

The data was obtained by pre-test and post-test in questionnaire form that was called pre-questionnaire and post-questionnaire. The questionnaires were given for the sample as the participants of the research. The questionnaires were used in the form of closed-ended questionnaires, consisting of 5 scale scores based on the Likert scale (Sugiyono, 2015). Provisions for alternative answers to the guideline scores based on the Likert scale can be seen in table 1.

**Table 1. Alternative Answers to the Guideline Scores based on Likert Scale**

Category	Score
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

## Data Analysis

In analyzing the data, this research used statistical analysis by using SPSS. The first step to analyze the data was done by collecting the scores on all questionnaires from both experimental and control classes. Then, the assessment was adjusted to the 5 scales based on the Likert scale. Each questionnaire has 24 items that the statements contained aspect and motivational indicators in the research instrument guidelines. The total score of students' questionnaires on the rating scale becomes the data analyzed for finding the result of the hypotheses of the research.

For finding the result of the first hypothesis about whether there is a significant effect of using Powtoon toward students' motivation in writing, the research used SPSS by doing

paired sample T-test. The significant alpha that was used for this research was 0,025 or 2,5%. The output as the value of paired sample t-test was used for determining whether the null hypothesis that stated no significant effect of using Powtoon toward students' motivation in writing was accepted or rejected. Different from the first hypothesis. For finding the result of the second hypothesis about whether there is a significant difference in using Powtoon toward students' motivation, the independent sample t-test was used. The post-questionnaire to both classes was analyzed by using SPSS. The significant alpha that was used for this research was 0,05 or 5%.

Last, the independent sample t-test was also used to know whether students' motivation in writing by using Powtoon was better than without using Powtoon for finding the result of the third hypothesis. The output as the value of the independent sample t-test was used for determining whether the null hypothesis that stated no significant difference of using Powtoon toward students' motivation in writing and without using Powtoon was accepted or rejected. It also used to know whether students' motivation by using Powtoon was better than without using Powtoon.

## **FINDINGS AND DISCUSSION**

### **Findings**

The research was done in MTsN 1 Agam to the VIII.1 class and the VIII.2 class. The research concerns the effect of using Powtoon on students' motivation in writing. This research was classified as quantitative research by quasi-experimental research. The research data was taken from pre-questionnaire and post-questionnaire. The scores of the students' motivation in writing were collected after conducting the pre-questionnaire at the beginning of the research and post-questionnaire at the end of the research both experimental class and control class.

The scores of the students' motivation in writing were collected after conducting the pre-questionnaire at the beginning of the research and post-questionnaire at the end of the research both experimental class and control class. The respondents for the pre-questionnaire were 71 students who were involved in the pre-questionnaire; 37 students in the experimental class and 34 students in the control class. The respondents for the post-questionnaire were 71 students who were involved in the post-questionnaire; 37 students in the experimental class and 34 students in the control class.

The assessment of each item in the pre-questionnaire and post-questionnaire was adjusted to the 5 scale score on the Likert scale. There were 24 items that the statements

contained aspect and motivational indicators in the research instrument guidelines. So the students can tick the rating scale based on what happened or experienced from each student.

*Paired Sample T-test*

To find the result of the hypothesis in this research, is there any significant effect of using Powtoon toward students’ motivation in writing? The researcher used a paired sample t-test by using SPSS. To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination as explained above. The data entered into the SPSS application corresponds to data of pre-questionnaire and post-questionnaire from the experimental class. Data processing used paired sample t-test which produces statistical data output.

The pre-questionnaire and post-questionnaire in the experimental class were analyzed by using paired sample t-test that can be seen below.

**Table 2. Paired Sample T-test by using SPSS**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
<b>Pair 1</b>	<b>Before - After</b>	9,297	11,977	1,969	13,290	5,304	4,722	36	,000

The output from table 2 showed the value of mean (9,297), standard deviation (11,977), the standard error mean (1,969), the lower score of 95% confidence interval of the difference (13,290), and the upper score of 95% confidence interval of the difference (5,304) while the value of t (4,722), degrees of freedom (36) with no significant 2-tailed. Meanwhile, the value of  $t_{table}$  (2,028) was taken from table t in statistical rule according to the degree of freedom 36 and level significant 0,025 that have been set.

The determination for finding the result of the first hypothesis was by comparing the value  $t_{obtained}$  with the value of  $t_{table}$ , if the value  $t_{obtained}$  is the same or less than the value of  $t_{table}$  so the null hypothesis ( $H_0$ ) is accepted. From the results of the data analysis, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted because  $t_{obtained}$  (4,722) was higher than  $t_{table}$  (2,028) for df 36 with the level significant 0,025. It meant that pre-questionnaire and post-questionnaire in the experimental class were analyzed by using paired sample t-test showed there was a significant effect from the use of Powtoon on

students' motivation in writing. Thus, it can be concluded that there was a significant effect of using Powtoon on students' motivation in writing.

### *Independent Sample T-test*

The post-questionnaire for both experimental and control classes were analyzed by using an independent sample t-test that can be seen below.

**Table 3. Independent Sample T-test by using SPSS**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	<b>Equal variances assumed</b>	2,467	,121	4,508	69	,000	15,157	3,362	8,449	21,864
	<b>Equal variances not assumed</b>			4,456	61	,000	15,157	3,402	8,355	21,958

To find the result of the second hypothesis, is there any significant difference between using Powtoon toward students' motivation in writing and without using Powtoon toward students' motivation in writing? The researcher used an independent sample t-test by using SPSS. The data entered into the SPSS application corresponds to data of the post-questionnaire for both experimental and control class contained in the data description. Data processing uses an independent sample t-test which produces statistical data output.

The output showed the score of F in equal variances assumed (2,467), significant (0,121),  $t_{obtained}$  (4,508), degrees of freedom (69), no significant (2-tailed), mean difference (15,157), standard error difference (3,362), the lower score of 95% confidence interval of the difference (8,449) and the upper score of 95% confidence interval of the difference (21,864) while the score of  $t_{obtained}$  (4,456) in equal variances not assumed degrees of freedom (61), no significant 2-tailed, mean difference (15,157), standard error difference (3,402), the lower of 95% confidence interval of the difference (8,355) and the upper of 95% confidence interval of the difference (21,958) with an alpha or level significant 0,05.

Meanwhile, the value of  $t_{table}$  (1,667) was taken from table t in statistic rule according to the degree of freedom 69 and level significant 0,05 that have been set. To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination that was if the value  $t_{obtained}$  in equal variances assumed is the same or less than the value of  $t_{table}$  so the null hypothesis ( $H_o$ ) is accepted. From the results of the data analysis, the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted because  $t_{obtained}$  (4,508) was higher than  $t_{table}$  (1,667) for df 69 with the level significant 0,05. It meant that from post-questionnaire for both experimental and control class were analyzed by using independent sample t-test showed there was a significant difference from the use of Powtoon on students' motivation in writing. Therefore, it can be concluded that there was a significant difference of using Powtoon toward students' motivation in writing.

The third hypothesis in this research is students' motivation in writing by using Powtoon better than students' motivation in writing without using Powtoon? The researcher used an independent sample t-test by using SPSS. The post-questionnaire for both experimental and control classes were analyzed by using an independent sample t-test. To determine whether the researcher would accept or reject the hypothesis, the researcher used the determination that was if the value  $t_{obtained}$  in equal variances assumed is the same or less than the value of  $t_{table}$  so the null hypothesis ( $H_o$ ) is accepted. From the results of the data analysis, the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted because  $t_{obtained}$  (4,508) was higher than  $t_{table}$  (1,667) for df 69 with the level significant 0,05. It meant that from post-questionnaire for both experimental and control class were analyzed by using independent sample t-test showed the use of Powtoon as a media made students' motivation in writing better. Hence, it can be concluded that students' motivation in writing by using Powtoon is better than students' motivation in writing without using Powtoon.

Based on the finding above, it can be concluded that all null hypotheses were rejected and all alternative hypotheses were accepted. It means Powtoon has a significant effect on students' motivation in writing and also has a significant difference toward students' motivation in writing. Last, using Powtoon toward students' motivation in writing was better than without using Powtoon.

## **Discussion**

By considering the finding related to the hypothesis above, the result of the hypothesis from this research can answer the formulation of the problems as stated in chapter one where the research finds that all the alternative hypotheses ( $H_a$ ) are accepted. The result of this

research related to the first hypothesis asserts that there is a significant effect of using Powtoon toward students' motivation in writing. In line with Spitalnik (2013) statement that Powtoon gives educators a unique instruction tool and ultimately improves student achievement. Also, Puspitarini (2019) stated that one of the benefits was that Powtoon can motivate the student to learn. By using Powtoon as a medium for teaching, the students' motivation in writing had improved. The improvements of students' motivation in writing in this research can be seen from the result of the first hypothesis where there was a significant effect of using Powtoon toward students' motivation in writing.

The second hypothesis asserts that there is a significant difference between using Powtoon toward students' motivation in writing. Contradict with Sutisna (2019) in the previous research found that the students' problem in learning through the animation video from Powtoon software was the motion of the animation itself that distract students' concentration. However, this research found that a significant difference of using Powtoon toward students' motivation in writing referred to the concentration of students increased during the teaching-learning process.

Last, the third hypothesis asserts that students' motivation in writing by using Powtoon is better than students' motivation in writing without using Powtoon. In line with Yuniari (2018) research that found the students' motivation and achievements in writing who were taught by using Powtoon audiovisual media performed better than the students who were taught without using Powtoon. This research also found the students' motivation in writing by using Powtoon was better than without using Powtoon.

## CONCLUSION AND SUGGESTION

To sum up, this research found that using Powtoon as a media was able to increase students' motivation in writing. The conclusion was evident from the students' questionnaires analyzed by using SPSS, referring to the effect of using the Powtoon to motivate students to write. From the pre-questionnaire and post-questionnaire was shown  $t_{obtained}$  was higher than the  $t_{table}$  which referred to the significant effect of using the Powtoon on students' motivation in writing. By using the appropriate media as Powtoon, students' awareness to pay more attention to the lesson was better. Some students who wanted the teacher to use media in teaching writing have realized the effect that happened toward their motivation to the lesson.

In an attempt to make students understand the lesson effectively and efficiently, the teacher as the facilitator is suggested to give the appropriate media such Powtoon. Powtoon can be one of the best media for motivating students in writing. Understanding the material by

watching Powtoon can help the students to motivate themselves to study. The students also are suggested to need to practice a lot for increasing their writing skills. Since this research is using a language learning application named Powtoon, further research is suggested to collect more information related to the use of technology or application software to increase students' motivation in writing.

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