

**THE EFFECT OF USING POWTOON AUDIOVISUAL MEDIA UPON THE  
STUDENTS' WRITING ACHIEVEMENT OF THE THIRD SEMESTER STUDENTS  
OF ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND PEDAGOGY  
DWIJENDRA UNIVERSITY**

*Pengaruh dari Media Audiovisual Powtoon terhadap pencapaian dari Menulis Mahasiswa Semester  
Tiga Prodi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas  
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**ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki ada atau tidak pengaruh signifikan dari Media Audiovisual Powtoon terhadap pencapaian dari Menulis Mahasiswa Semester Tiga Prodi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Dwijendra. Berdasarkan tujuan penelitian tersebut, hipotesis null diformulasikan. Teknik sampling yang digunakan pada penelitian ini adalah *cluster random sampling*. Dua grup dipilih sebagai sampel penelitian antara lain grup kontrol dan grup eksperimen. Ada 15 orang dipilih sebagai grup eksperimen dan 15 orang dipilih sebagai grup kontrol. Grup kontrol diajarkan dengan menggunakan power point biasa dan grup eksperimen diajarkan dengan menggunakan Media Audiovisual Powtoon. Hasil dari analisis data menunjukkan bahwa mahasiswa yang diajarkan dengan menggunakan Media Audiovisual Powtoon memiliki pencapaian dalam menulis yang lebih baik daripada mahasiswa yang diajarkan dengan menggunakan power point biasa. Hal ini dapat dilihat dari skor mean dari grup eksperimental yaitu 75.18 dan skor mean dari grup kontrol yakni 66.00. Selain itu, hasil dari analisis t-test menunjukkan bahwa  $t_0$  yakni 5.000. Ini lebih tinggi dari nilai  $t_{cv}$  yakni 1.96 ( $\alpha=0.05$ ). Hal tersebut menunjukkan bahwa ada perbedaan yang signifikan antara dua grup. Dalam hal ini hipotesis null ditolak. Dengan kata lain, terdapat pengaruh yang signifikan dalam pencapaian menulis mahasiswa semester tiga prodi Pendidikan Bahasa Inggris yang diajar dengan menggunakan Media Audiovisual Powtoon dan mahasiswa yang diajar dengan menggunakan power point biasa.

**Kata Kunci:** Pengaruh, Media Audiovisual Powtoon, Pencapaian Menulis.

**ABSTRACT**

This research aimed at investigating whether or not there was any significant effect of Powtoon Audiovisual Media upon the third semester students of English Education Department Faculty of Teacher Training and pedagogy. On the basis of the purpose of the research, there was a null hypothesis formulated. The sampling technique used in this research was cluster random sampling. Two groups were selected as the samples of research. They are the control group and the experimental group. There were 15 students selected as the experimental group and 15 students were selected as the control group. The control group was taught by using Conventional power point and the experimental group was taught by using Powtoon audiovisual media. The result of the data analysis showed that students who were taught by using the Powtoon Audiovisual Media performed better achievement in writing than those who were taught by implementing conventional power point. It was shown from the mean score of the experimental group which was 75.18 and the mean score of control group was 66.00. Moreover, the result of t-test analysis showed that the  $t_0$  was 5.000. It was higher than the value of  $t_{cv}$  at 1.96 ( $\alpha=0.05$ ). It indicated that the difference between the two groups was significant. In this case, the

null hypothesis was rejected. In other words, there is a significant effect in the writing achievement of the third semester students of English Education Department taught by using Powtoon Audiovisual Media and those who taught by using conventional power point.

**Key words:** Effect, Powtoon Audiovisual Media, Writing Achievement.

## 1. INTRODUCTION

English is an international language that is used to communicate among people in different country. It becomes very important in education aspect. This is because English including to several language lesson in our country. English is divided into four language skills namely listening, speaking, reading, and writing. Writing is one of the four language skills which needed to be taken seriously by the students. According to Harris (1979: 68-89), writing is a very complex language skill to study because it has many components that should be mastered by the students, such as content, grammar, vocabulary, organization, and mechanic. If the students can mastered all of those components, they will be able to produce a good text. Especially for undergraduate students who must write a thesis as a requirement for an academic degree. Therefore, writing course should have more portion in department's curriculum.

The observation was done in English Education Department Faculty of Teacher Training and Pedagogy Dwijendra University. Based on the observation that is conducted by the researcher. It can be found that there are several difficulties faced by students who having low achievement in Writing. First, lexical difficulties. This is the biggest difficulty that faced by the third semester students. Proper linking words and phrases are not that simple for students, as we know that they are the unexperienced writers. It is hard for them to link one idea argument to another and develop coherence within a paragraph. Second, grammar and

punctuation. It is not a secret that errors in grammar and punctuation are one of the main reasons why students lose their marks in writing essay. This is also a great problem for ESL students who may use wrong words, confuse prepositions and conjunctions, miss auxiliary verb or simply are not familiar with punctuation rules. Third, plagiarism. The students do not know how to incorporate quotation into sentences properly. They simply copy paste passage from articles, books and even websites without identifying them; hence the problem of plagiarism. The last difficulty is text structure. Many students have problem in text structure which is consists of three main components: introduction, main body, and conclusion. The reasons behind this problem is the inability to draw up every single part considering the singularity of all other.

Based on the result of observation above, the researcher wants to solve that problem in order to increase the students' writing achievement by using an audio visual media. Mayer (2001) defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. He also describes potential benefits of multimedia that humans possess visual and auditory information processing capabilities. The audio visual media that is used in this research is an innovative learning media which is called Powtoon Audiovisual Media. Powtoon is web-based animation software that allows the lecturers to create animated presentations with their students

by manipulating pre-created objects, imported images, provided music and user created voice-overs quickly and easily (Merhand, 2014). By using Powtoon in writing course, the researcher expected that it would help the lecturers in creating an attractive audio visual media that could attract the students' attention. For example; the lecturers could add materials in form of video. The students are not only watching the video, they also can observe the materials presented indirectly. According to Bahtraedu (2015), there are several advantages of the use of Powtoon audio visual media such as: (1) it is interactive; (2) it covers all aspects of senses; (3) it is practically used; (4) it is collaborative, (5) it can be used in big group of students; (6) it is more various; (7) it gives feedback; and (8) it can motivate students.

Considering that Powtoon Audiovisual Media can improve the students' writing achievement, the researcher was interested to investigate whether the implementation of Powtoon Audiovisual Media give a significant effect upon the Students' Writing Achievement of the Third Semester Students of English Education Department FKIP Dwijendra University.

## **2. RESEARCH METHOD**

This research was categorized as the experimental research which was designed by using a post-test only control groups design. From this design, the experimental and control group were compared by using random assignment (Best, 1981:69). At the end of the treatment, a post-test was conducted.

This research was conducted at English Education Department in Faculty of Teacher Training and Pedagogy Dwijendra University Denpasar Bali. The population of this research was the third semester of English Education Department,

Faculty of Teacher Training and Pedagogy Dwijendra University. The sampling technique used in this study was cluster random sampling which belonged to probability sampling. It means that the researcher choose a group that exists in the population at random. The researcher used this sampling because the group in the population had the homogenous characteristic. There was only one class of the third semester students which consists of 30 students. Thus, the class was divided into two groups as the samples of study. 15 students was selected as the experimental group and 15 students was selected as the control group.

Posttest-Only Control Group Design was used in this research. The design involved an experimental group who was taught by using Powtoon Audiovisual Media and control group who was taught by using conventional power point. At the end of the treatment, a posttest was conducted to each groups and the result of the posttest was measured in order to find whether or not there was any effect in terms of writing achievement between the two groups.

In collecting the data, the researcher used some instruments, namely the writing test (post-test), teaching scenario, and writing rubric. First, writing achievement test (post-test) was created to measure the achievement of the two groups in which the experimental group was treated by using Powtoon Audiovisual Media, while the control group is treated by conventional power point. The post-test was administered in the form of a writing test where the students in each group were assigned to make a paragraph about certain topic. The post-test was given for both experimental group and control group. The results of the test are analyzed through descriptive and inferential statistics. The result of data analysis showed whether or not there is any significant effect of

achievement in writing taught by using Powtoon Audiovisual Media, compared with the conventional power point. Second, the lesson plan was used as guidance for the lecturer in order to conduct the lesson in the two groups. Preparing lesson plan could facilitate the lecturer to preview the lecturing and learning process and to monitor the situation of the teaching and learning process in the classroom. There are two kinds of lesson plan used in conducting the research, the first lesson plan which was implemented in the experimental group and the conventional power point was used in the control group. Third, writing rubric was used to determine students' achievement in writing a paragraph. The qualities of the students' paragraphs are determined based on the following criteria proposed by Anderson in Hughes (1989:91). Moreover, before administering the post-test, the researcher did the try out test. The try out test was conducted in order to measure whether the test is valid and reliable or not. Fraenkel & Wallen (1993) stated that validity is the extent to which the tests measure what they are expected to measure. In this research, the researcher used content validity to show whether or not the test could be considered valid. Meanwhile, reliability refers to the consistency of the scores obtained or answered from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 1993: 146). In other words, reliability is the degree to which a test consistently measures whatever it is meant to measure.

There were some procedures that should be done by the researcher in collecting the data. Those procedures are: Preparing the instruments of the study, deciding the population of the study, selected the two groups randomly as the

sample of the study, determining the Experimental Group (EG) and Control Group (CG) through another random process, giving different treatment to the two groups, the experimental group was taught by implementing the Powtoon Audiovisual Media, while the control group was taught by implementing the Conventional power point, administering the writing test (post-test) for each group, and analyzing the post-test result of the two groups descriptively and inferentially.

In this study, the resulted scores of the post-test from the two groups were analyzed by using two types of statistical analysis, namely descriptive statistics analysis and inferential statistics analysis. Descriptive statistics analysis was used to analyze the data descriptively, while inferential statistics analysis was used to analyze the data inferentially.

### **3. FINDING AND DISCUSSION**

This finding is used to answer the problem where it was hypothesized that there is a no significant effect in students' writing achievement in writing descriptive paragraph between those who were taught by using Powtoon Audiovisual Media and those who were taught by using the Conventional power point. In order to answer the problem and prove the hypothesis, an experimental study was administered. In this session, the data were analyzed in order to find the mean and standard deviation. The mean score was gained by adding up the students' score in a distribution then dividing them by the total number of students in a group. Meanwhile, the standard deviation was obtained by calculating the square root of the variance.

Table 1  
The Mean Score and Standard Deviation of the Control and Experimental Groups

Posttest			
Control Group		Experimental Group	
$\overline{CG}$	$SCG$	$\overline{EG}$	$SEG$
66.00	8.30	75.18	8.89

Table 1 shows that the mean score of students' writing achievement for the experimental group was higher than the mean score of the control group. It was 75.18 for the experimental group and 66.00 for control group. The standard deviation of control group was lower than the experimental group. It indicated that the score of the experimental group was more spread out than the control group.

The data in this research were analyzed inferentially by using t-test (Independent Samples Test). To prove that the data were appropriate to be analyzed parametrically by using t-test, the data must be categorized as having a normal distribution and homogeneity of variance. The normal distribution of the data was analyzed by using Kolmogorov Smirnov

Analysis under the Liliefors significant corrections. This statistic investigated whether or not the data are normally distributed. A low significance value indicated that the distribution of the data differs significantly from a normal distribution. In other words, the data can be categorized as having normal distribution if the significance value exceeds the value of 0.05.

In the Kolmogorov-Smirnov statistic table for the experimental group, it was shown that the Kolmogorov-Smirnov value was .141 in Sig .070, and for the control group was .120 in Sig .200\*. Both of the significant values exceeded the value of .050, meaning that the data were distributed normally.

Table 2  
Kolmogorov-Smirnov Statistic Test of Normality between the Groups

GROUP	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TEST Experimental	.141	36	.070	.960	36	.240
Control	.120	36	.200*	.954	36	.156

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

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exceeded the value of .050, meaning that the data were distributed normally.

A Levene Statistic test was conducted in order to know the homogeneity of the variance data. In Levene statistic test, it was assumed that

the variances of groups are equal whenever the significance value of the obtained data

exceeds .050.

Table 3  
Test of Homogeneity of Variance between the Groups

		Levene Statistic	df1	df2	Sig.
TEST	Based on Mean	2.990	1	70	.088
	Based on Median	2.806	1	70	.098
	Based on Median and with adjusted df	2.806	1	69.378	.098
	Based on trimmed Mean	3.034	1	70	.086

From the table above, it can be seen that the data distributed were homogenous because the probability of Levene's test for equality of variances is more than 0.05. After the data were proven to meet the criteria of normal distribution and

homogeneity of variance, the researcher administered the parametric t-test to analyze the data in terms of the significance of the mean effect of the groups.

Table 4  
Independent Samples T-Test Result between Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		f	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POST TEST	Equal variances assumed	.137	.710	5.000	70	.000	10.19444	2.03884	6.12811	14.26078
	Equal variances not assumed			5.000	69.786	.000	10.19444	2.03884	6.12789	14.26100

From the table above, it can be seen that the significance value of the Levenes' test for equality of variances (0.710) is greater than .050. It means that the test result with equal variance assumed was used. After deciding which result to be used, the researcher analyzed the result by using two criteria. These criteria were used to determine whether the difference between mean score of the two groups is significant. The first criteria was when significance value for the t-test is low (typically less than .05), it indicated that there was significant difference between the means of the two groups. From the above table, it can be seen that the significance value of the t-test in the study was low (.000). It indicated that there was a significant difference between the two group means. Next, when the  $t$  observed was more than the  $t$  critical value, it also indicates that there was a significant difference between the two groups' means. From the table, it can be seen that the  $t$  observed (5.000) is larger than the  $t$  critical value (1.96). It also indicated that there was a significant difference between the means of the two groups. It can be conclude that the null hypothesis in this research was rejected.

This research was the experimental research which was aimed at finding out if there was any significant occurred in the students' writing achievement between two groups which were given the different treatments. In this research, Powtoon audio visual media was used and applied in teaching writing. Besides that, it would be conducted the observation to know what happened in the class.

As explained before, there were two treatments which were used for teaching writing. They are Powtoon audio visual media and conventional power point. In the control group, power point is commonly used by the lecturer in teaching writing. The students were given the materials

about how to write an essay outline which shown in power point. The materials were in form of texts and simple pictures. After that the students practiced writing an essay based on their essay outline. While, in the experimental group, the lecturer used powtoon audio visual media. Actually it was similar with power point, but it was more attractive than power point. By using powtoon audio visual media, the lecturer could manipulate pre-created objects, imported images, provided music and user created voice-overs quickly and easily. The most important thing was Powtoon audio visual media can be created via online in its website and it is free. It also can be shared in social media such as youtube, Instagram, and facebook. Besides that, the lecturer could ask the students to present their essay in front of class by using Powtoon. Thus, they could explore their creativity in writing an essay through Powtoon.

In control group, at beginning of the meeting the lecturer came to the classroom and explained several steps of writing an essay such as prewrite to get the ideas, organize the ideas by making an outline, write the rough draft, polish the rough draft, and write a final copy. After that the students asked to write an essay outline before they write an essay. They wrote their essay in a piece of paper. It seemed that the teacher tended to conduct the class monotonously. The students did the same activity in the class which made them became bored easily. Even the high ability students who were used to be active learners became passive learners. They also became unmotivated when they got the same activity. They need challenges in the lesson in order to be motivated.

Based on the previous explanation, then it was clear that the students' achievement in the experimental group that were taught by using Powtoon audiovisual media was better than the students' achievement in the control group that were

taught by using power point. Obviously, Powtoon Audiovisual Media offered many academic benefits such as students could be independent in the learning process, students could be active learners, both lecturer and students could use this media creatively, quickly, and easily, and he lecturer and students did not need spending any money because the powtoon audiovisual media was free to be used.

#### 4. CONCLUTION AND SUGGESTION

The main purpose of the research was to find out the significant effect in students' achievement in writing essay between students taught by using Powtoon audiovisual media and taught by Conventional power point. To find out the purpose of the research, an experimental research with a post-test only control groups design was conducted. The research took place at English Education Department, Faculty of Teacher Training and Pedagogy, Dwijendra University. The population was all of the third semester students of English Education Department. Based on the result of cluster random sampling, the class was divided into two groups as the samples of research. 15 students was selected as the experimental group and 15 students was selected as the control group. The control group was taught by using Conventional power point and the experimental group was taught by using Powtoon audiovisual media. A post-test was administered after the treatments were given by the lecturer. The results of the post-test were subjected to further analysis.

The data from the posttest were analyzed by using descriptive and inferential analysis. From the analyses of students writing achievement, it was found that the students who were taught by using Powtoon audiovisual media performed

better than those who were taught by using the Conventional power point as represented by the mean scores of both groups. The t-test also showed that the difference of the mean score between the groups was significant. Therefore, the null hypothesis in the present study was rejected. In conclusion, there was a significant effect in students' achievement in writing between students who were taught by using Powtoon audiovisual media and those who were taught by using the Conventional Power point.

In reference to conclusion of this study, suggestion can offered as follows: (1) Seeing that Powtoon audiovisual media can help the students to increase their achievement in writing, it is suggested for lecturer to use this media in teaching writing; (2) it is recommended that further researchers are needed to find out more information about Powtoon audiovisual media and do the similar research in order to get more advantages especially for teaching writing; (3) it is suggested for the department to prepare a good internet connection, because it is very important in creating Powtoon audiovisual media.

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