THE USE OF POWTOON SOFTWARE PROGRAM IN TEACHING AND LEARNING PROCESS: THE STUDENTS' PERCEPTION AND CHALLENGES

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Abstract. This research aimed to find out the students' perception and challenges in lteaching and learning process through Pow Toon software. Qualitative data are gained from classroom observation, questionnaire, and interview. The qualitative data are analysed by assembling the data, coding the data, comparing the data to the theory, building interpretations, and reporting the outcomes. The result of the research shows the students' perceptions of learning through this kind of software and describes the challenges found by both the teachers and the students. Thus, it is also found out that learning by using animation video also make a learning process more interesting. However, one of the challenges that the students found in learning through the animation video from Pow Toon software is the motion of the animation itself that distract students' concentration; therefore, the teachers who will use the media should consider best instructional technique in the teaching and learning process. In addition, the duration when the explanation on the video is too fast. So they need to extra concentrate to the material itself. Yet, the use of digital media in teaching and learning process is one of innovative ways and it is a necessity for the millenium era.

Keywords: powtoon; students' perception; challenges; teaching media

I. INTRODUCTION

The technology is growing rapidly and it users are spread all over the world from various circles and generations. The technology can be transformed into the language classroom. By the development of the internet and technology, many people and companies are making the application and software for free or paid in order to support the educators in teaching, especially in the language classroom **[1]**. There are many technological benefits for the learning process; the use of technology by using software in teaching and learning process might be is a good choice for the teachers.

Since the students' understanding is the key in the learning process and each student needs to improve their abilities by understanding the information from the teachers, it can be different when students learn something with a piece of software that they may never have seen before. Furthermore, learning with a new thing can affect student's understanding process in teaching and learning process **[2]**.

One of the applications that can support the teachers in teaching is PowToon. PowToon is known as a software that provides the animation video and sound. Therefore, the internet connection is really needed in using PowToon because it is online software [3]. The free icon, sound, and animation of PowToon are interesting, but this software also serves a paid menu to get more interesting icons, animations, and sounds. The result of created animation video from PowToon can be directly uploaded it into YouTube, so it will easy for students to watch and downloaded from YouTube.

PowToon is a tool which operation is similar to Power Point, Impress, or even Prezi. It uses slides to which text and images can be added to, but it also allows animation and the incorporation of sound or music, available in the same application or through an external source. The result is a product that mixes the look or the appearance of a PowerPoint Presentation with a comic book [4]. These online visual presentations are a fast and eye-catching way to deliver information to diverse audiences within a very short time period.

In terms of PowToon software that provides a lot of animation tools, text choice, clip art, and sound. Everyone can create the animation video through this software with ease. Visual learning will be made easily by PowToon software. Therefore this software is easy to use and free. Of course, PowToon becomes a favorite software to support the teachers in teaching the narrative text. This can be seen from many results of PowToon video on YouTube that present the narrative text learning.

Refers to the language classroom that can be improved by the PowToon software, English is one of the language classrooms that have an important role in the school or university because English is the global language that is used as the international communication device. In learning English, writing becomes one of the most important skills to learn. Therefore, students need to master writing skill. Every student has the possibility to become bored while in learning because the students would rather watch a quick interactive video with animation than learning by the classic method [5].

Many students learn something in different ways, either with the teacher who has their own ways. Especially from the utilization of technology, every teacher would expect all students to understand the material easily. However, every students have their own perception and challenges in learning through PowToon software. Furthermore, in English Education Study Program of Faculty

of Teacher Training and Educational Sciences of Pakuan University, there is a writing study by using PowToon software and it is not applied in the other classes. That is why the researcher is interested in this topic and wants to know about student's perception and challenges in learning through PowToon software. Perception in this research focuses on students' point of view to the animation video from PowToon software in learning narrative text [6]. Whereas, challenges in this research focuses on the interactive animation video from PowToon software and classroom instrction used by the teacher.

II. RESEARCH METHODS

The descriptive method was applied in this research to describe students' perspective and challenges on the interactive animation video in learning narrative text through PowToon software. This research is conducted in English Language Education Study Program of Faculty of Teacher Training and Educational Science of Pakuan University. There are some steps that the researchers used to collect information about students' perception and challenges in teaching and learning process through PowToon Software. For the first step, the researcher observed the classroom teaching and learning process in the class who learn narrative text through PowToon software. After that, the researcher gives an open-ended questionnaire in order to get information about students' perspective and challenges in learning narrative through PowToon Software. For the last step, to complete the data the researcher interviews some students and records it.

This research is conducted in English Language Education Study Program of Faculty of Teacher Training and Educational Science in Pakuan University. It is selected as a research site because in English Language Education Study Program in Pakuan University there is a text-based writing teaching. Moreover, the accessibility of English Language Education Study Program in Pakuan University makes the researcher easier to conduct this research. In this research, the researcher uses purposive sampling to take the sample. The researcher choses 25 students in the first semester as a participant. They are chosen because they are learning narrative text through the animation video from PowToon software that is not applied in the other classes.

III. RESULTS AND DISCUSSION

The data of this research was collected through classroom observation, questionnaire, and interview. All of the data were analyzed and interpreted to obtain the result of the research.

Data from Class Observation

The classroom observation was held on 11 January 2019. There were 25 students who attended the class as a participants. The class began at 08.00, the teacher conducted the apperception to the students by playing talking stick by

giving the question about students' experience in reading a story. In this activity, the teacher also asked about the characters of the story, setting, and what the story about. After that, the teacher asked the students about what they would learn. Based on the question that was given by the teacher, the students realized that they would learn the narrative text.

The classroom observation was conducted based on two indicators. There were students' perspective and challenges on the interactive animation video in learning narrative text through PowToon software as a digital media. Therefore, the researcher also used the observation checklist in order to aid the data. The observation checklist provided six statements. Each statement was conducted based on the indicators of the research [7]. Based on the first statement of the observation checklist, it mentioned that learning through animation video from PowToon software stimulates students' interesting in learning narrative text. Dealing with the first statement of the observation checklist, the fact in the class showed that the students were interested in the animation video that provided the narrative text material. Moreover, students in the class also showed the gestures when they were focused on the video and seemed happy to watch the interactive animation video from PowToon software.

The second statement of the observation checklist mentioned that learning through animation video from PowToon software increased students' motivation in asking and answering in the learning process. Dealing with this statement, the fact in the class showed that students seemed not really active in answered the teacher's question, sometimes the teacher needs to point the students to answer the question, but some students also answered the question without getting pointed by the teacher. While in asking process, there was only one student who asked.

The third statement of the observation checklist mentioned that learning through animation video from PowToon software help students' understanding in learning narrative text. Dealing with the statement, students in the class seemed to understand the narrative text materials, it was based on students' answer in the class that explains the narrative text.

The teaching and learning process were divided into several steps. The first step, the teacher showed the example of narrative text through animation video from PowToon software. Students focused on the example of the narrative text that was given by the teacher. After the students learned the example of narrative text, the teacher asked the students to retell the story about.

The next step was when the teachers started to lead students into the explanation of narrative text through animation video from PowToon software. In this activity, the students paid attention and focused on the animation video. After students watched the explanation of narrative text from the animation video from PowToon software, the teacher gave more explanation about the narrative text and asked the students several questions about the language feature and generic structure of narrative text. Then, the students responded those questions and answered correctly.

In the third step, the students watched the animation video from PowToon software that explained the writing process in writing narrative text. In this activity, students focused on the video. Therefore, there were some students who asked the teacher to repeat the video, because of they were thought that the animation video was too fast, they could not remember the materials on the video easily. Then the teachers repeated the video as the students requested. After students watched the video, the teacher gave more explanation and asked several questions to the students about every step in writing t narrative based on the video that they have watched. Then the students responded those questions and answered correctly.

The last, the students asked to make a narrative text by following the process of writing the narrative text that they have watched from the video. For the last activity, the teachers reviewed the learning process that students have learned on that day and finished the learning process.

Data from the Questionnaire

The questionnaire was chosen as the second instrument to get the data. The questionnaire that was used in this research was open-ended questionnaire. The questionnaire was constructed based on the indicators that related to the theories. There were 8 questions that related to the students' perspective and challenges on the interactive animation video in learning narrative text through PowToon software that should be answered by the students as the participants.

The first question asked the participants about whether the learning through the animation video from PowToon software help students in understanding the materials. The result of students' answer showed that all of students agreed that learning narrative through animation video from PowToon software help them in understanding the narrative text.

The second question asked the participants about whether the learning process through animation video from PowToon software increase students' motivation in learning. The result of students' answer showed that learning through animation video from PowToon software could increase their motivation in learning, all of students' answered that learning through animation video was interested.

The third question asked the participants about whether learning through animation video from PowToon software can increase students understanding in learning narrative. The result of students' answer showed that learning through animation video from PowToon software could increase their understanding in learning narrative, most of students answered that learning narrative through animation video from PowToon software provided the material clearly, and the animation became an attraction to understand the material. Therefore, there were 2 of 25 students answered that learning through animation video from PowToon software was not enough to increase their understanding in learning narrative text, they mentioned that they need more explanation from the teachers.

The fourth question asked the participants about whether learning narrative text through animation video from PowToon software can make the learning process more interesting or not. Dealing with this question, all of the students in the class were answered that learning narrative text through animation video from PowToon software was interesting, it caused by the animation on the video.

The fifth question asked the participants about their difficulties in learning narrative through animation video from PowToon software. Refers to this question, 14 of 25 of the students' answered that the difficulties were the video on each the explanation was too fast, so they could not remember the material with ease.

The sixth question asked the participants about whether the motion from the animation video distracts their understanding in learning narrative text. Dealing with the question, most of students answered that the motion of animation from the video did not distract their understanding in learning narrative text. Therefore, 7 of 25 some students answered that there was too much motion from the animation video that distracts their focused in understanding the material.

The seventh question asked the participants about whether the animation was more interested than the material itself. The result showed the variety of answer, 13 of 25 students answer that the animation was more interesting than the material. Therefore, 4 students answer that both were interesting. While the rest of the students stated that the material was more interesting than the animation itself.

The last question asked the participants about their difficulties in finding the generic structure that they learned through animation video from PowToon software. The result showed the variety of answer, 20 of 25 students' answer that they were not found any difficulties in finding the generic structure that they learned through animation video from PowToon software.

Data from the Interview

For the last step in collecting the data, the researcher interviewed 9 students as the participants. There was 5 questions of the interview. All of the questions were related to the indicators. The indicators were about the students' perspective and challenges on the interactive animation video in learning narrative text through PowToon software. The interview itself was conducted on 12 January 2018. The interview was recorded in order to help the writer to transcribe the data.

The first question was about their opinion in learning narrative through animation video from PowToon software. 8 of 9 students who were interviewed were happy in learning narrative text, because the animation made the learning process more interesting. It also made easy for students to understand the materials.

The second question was about students' opinion in applying animation video from PowToon software as a learning media. All of students who were interviewed answered that animation video from PowToon software

could be applied as the learning media, because it could attract students' attention in learning.

The third question asked the participants whether the narrative learning through animation video from PowToon software could increase their understanding. The result showed the variety of answer. Most of the students answered that it increase their understanding to the materials. Animation video helped them in understanding, because of the animation video made the learning process more interesting.

The fourth question was about the motion in the animation video were distract students understanding or not. 6 of 9 students who were interviewed said that the motion even the shape of the animation distract their focused. Sometimes they more focused on the animation than the material.

The last question was about their difficulties in finding the generic structure from the narrative text learning that they learned through the animation video from PowToon software. 3 of 9 students who were interviewed answered that the animation video was too fast, so they could not catch the material about the generic structure of narrative text easily. Therefore the other students said that they had any difficulties in finding the generic structure from the narrative learning that they learned through the animation video from PowToon software.

Data Analysis

Learning through the animation video is different than conventional learning. The impact of digital learning media such as animation video from PowToon software can affect students' understanding. It is in line with Devi's statement [8]. Devi says that learning through animation can improve students' comprehension because of the display of captions along with the animation. Therefore, every student may have their own perspective and challenges in learning narrative text through the animation video from PowToon software.

According to the result of data analysis that had been done based on the three instruments: observation, questionnaire, and interview. The researcher found that every student mentioned their own perspective and challenges in learning narrative text through the animation video from PowToon software. Every students' perspective and challenges mentioned by different words but pointed to the same core.

Based on the observation data, it can be concluded that in the first impression the students were interested and focused on the narrative materials that they watched through animation video from PowToon video. Most of the students were also answered correctly the teachers' question about narrative text, but there were some students took a picture on the animation video that showed the explanation of narrative text by their phones and some of the students were also pointing into the animation on the video. It deals with the theory from Weiss, et al. [9]. Weiss, et al states that animations appear to distract users from concentrating on the materials in learning.

Moreover, according to the questionnaire data, it shows that students' perspective mentioned that learning narrative text through PowToon software can help students in understanding the material, especially in understanding the narrative text. Again, it is deals with Devi's statement [8]. Devi says that learning through animation can improve students' comprehension because of the display of captions along with the animation. Therefore, most of the students were also mentioned that the motion of the animation distracts their concentration to the material. It is relates to Yantis & Jonides's statement [10]. Yantis & Jonides says that the motion in the animation video itself attracts students' attention. Moreover, the duration when the explanation from the animation video was too fast, so students could not catch the material easily.

However, based from the interview data analysis, it shows that learning narrative text through the animation video from PowToon software make the learning process more interesting, and it can help students' understanding to the material. It deals with Devi's statements [8]. Devi states that learning through animation can improve students' comprehension because of the display of captions along with the animation.

Therefore students also mentioned that the animation video from PowToon software can be applied as a learning media in learning process because the animation can make the learning process more interesting. In addition, the motion of animation distract students concentration to the materials, sometimes students more focused on the animation than the material itself. Again, it deals with the theory from Weiss, et al. [9]. Weiss, et al states that animations appear to distract users from concentrating on the key issues. Then, it is also in line with Devi's statements [8]. Devi states that the negative aspects from learning on animation are distracted the learner to watch the cartoon repeatedly.

Refers to the first indicator about students' perspective into the interactive animation video from PowToon software, students' perspective mentioned that they can understand the material, and the learning process become more interesting. Therefore, students also mentioned that the animation video from PowToon software can be applied as learning media. Dealing with the second indicator about the students' challenges into the interactive animation video from PowToon software, students mentioned the challenges in learning narrative text through the animation video that was the motion of the animation on the video that distract students' concentration. In addition, students also mentioned that the duration when the explanation on the video is too fast, so they could not focus and catch the material with ease.

IV. CONCLUSION

As the result of the research conducted in English Language Education Study Program, Faculty of Teacher and Educational Sciences, Pakuan University, by choosing the students in the first semester as a participants. It is found that learning narrative text through the animation video from

PowToon software can help students to understand the material. Therefore, learning through the animation video from PowToon software make the learning process more interesting. In the other side, the motion of the animation from the video can distract students' focuses in understanding the materials, and the duration when the explanation on the video is too fast. So they need to extra concentrate to the material itself.

Related to the data and data analysis, that comes from the students' perspective and challenges in learning narrative text through the animation video from PowToon software, the researcher would like to give the suggestion to the three subjects in order to improve the teaching learning process in the future. For the first is to English teachers, it is suggested that teaching through the animation video from PowToon software can be the other optional as teaching media, it can make the teaching learning process can be more interesting rather than teaching with the classic method.

Teachers can also use PowToon software for developing the other skill such as speaking, listening, and reading. Therefore, the teachers need to realize to the motion of animation from video that can distract students' focuses in understanding the materials, so to reduce the distraction from the motion of animation video, the teachers can limit the animation or maybe minimize the size of the animation from the video so the students can be more focus on the material. Although there are shortcomings and strengths in learning through animated videos from PowToon software but the utilization of technology in the teaching process must be realized by the teachers. For the second, it is suggested to the other researchers to find out the other applications that support the teaching learning process in order to support the teaching learning process. The last, it is suggested for the school or institution such as by held the workshop about the utilization of technology in teaching English in order to improve the quality of the teachers.

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