THE EFFECT OF VIDEO POWTOON IN STUDENTS' ENGLISH SKILLS

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Abstract

Skills in English are the difficult parts of learning the target language for English language learners. Sometimes, as student we have to know several skills that there are in English Language Learning. It is something bored for some students who are not really passion to improve them, they are chosing to ignore that or they not pay attention while they are learning in the classroom. From that problem, teacher must to know how to improve their skills and teacher must create a media to attract students' attention. One of media that can attract students' attention is video. One of the videos that can teacher use is Pawtoon Video. As a long as this video can be created by teachers self, this video can be attract students' attention.

Key words: Pawtoon Video, Skills

INTRODUCTION

Do you know about Powtoon? Do you ever watch video which make in pawtoon? Powtoon is a web-based animation software that allows users to create animated presentations or video by manipulating pre-created objects, imported images, provided music and user-created voice-overs (Oktaviani & Mandasari, 2019). That's why, now days many teacher create a creatively video to attract students in the classroom towards improve their skill. Powtoon was founded in January 2012, following a $180k seed round investment in December 2011. The company released a beta version in August 2012 and has seen fast subscriber growth since. In December 2012 Powtoon secured $600,000 investment from Los Angeles-based venture capital firm Startup Minds. In February 2013 Powtoon introduced a free account option allowing users to create animated videos that can be exported to YouTube. The free videos include the Powtoon branding (Oktaviani & Mandasari, 2020).

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execu¬tion and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques (Ayu & Pratiwi, 2021; Kurniati et al., 2015; Mulyasari & Putri, 2020). It includes instructional materials, methods and organization of work and rela¬tionships, i.e. the behavior of all participants in the educational process. The term "teach¬ing

resources" is commonly used, although they are not synonymous (Ahluwalia, 2020; Oktaviani et al., 2021; Puspita et al., 2021). The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means sci¬ence, word, learning, mental state (Ismatullah & Adrian, 2021; Sari & Wahyudin, 2019; Suaidah, 2021). Depending on the use and benefits, the research suggests that education technology has not yet taken its place, in spite of their recommendations. This is probably the reason for the statute of the social company (Amelia, 2021; Lestari et al., 2020; Oktaviani, 2017). Children in poorer areas very rarely use the Internet as a learning tool. Today's chil¬dren use modern technical equipment from an early age so that their coming in with new educational technologies at school will not be a problem (Dan, 2021; Diharjo et al., 2020; Mandasari, 2017).

LITERATURE REVIEW

Technology has already changed the world, including the way we learn and teach. When used correctly, classroom technology can have a supremely positive impact on student outcomes at every grade level (Lina & Permatasari, 2020; Rittenberry, 2005). Integrating technology into the classroom not only helps prepare students for the elaborate and technologically-connected world they will face going forward, but it can also help simplify complex ideas that might otherwise be a struggle to learn with textbooks and a chalkboard (Borman et al., 2018; Maskar et al., 2021; Riskiono et al., 2021). Now days, Educators is really helped by the advance of technology in current era. Teachers from digital native generations must learn how to use integrated technology in the classroom (Aminatun, 2021; Mandasari, n.d.; Wahyudin & Kuswoyo, n.d.). That's why, now many teachers in this digital era use technology to equip teaching and learning process. However, to support educators especially in conveying what they are going to show to the students. Now days, as technology developed there are so many educators try to make learning application and media to support learning in classroom (Achmad, 2014; Rahmania & Mandasari, 2021; Sari, n.d.-a).

Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage and their focus(Mandasari & Wahyudin, 2021; Oktaviani et al., 2020; Sari, 2018). There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English

pronunciation, grammar and vocabulary as there is native language interference in learning and using English (Afrianto et al., 2021; Ayu et al., 2021a, 2021b). From that problem, the researcher want to know the impact of watching pawtoon video to improve students' skills. Because of that, using technology especially using Pawtoon video can help students to improve their skills.

METHOD

A descriptive qualitative research design was employed in this study since the data was obtained through questionnaire (Choirunnisa & Sari, 2021; Sari, n.d.-b; Suryono et al., 2021). The researcher gave the questionnaire to the fifth semester students of English Education and English Literature study program in Universitas Teknokrat Indonesia, Bandar Lampung. The total students engaged were 10 students. The class was selected because the researcher was from that class. Thus, the researcher had been familiar with the setting and the subjects of this study.

RESULTS AND DISCUSSION

As the researcher wanted to know about the impact of watching Pawtoon Video toward students' skills, the researcher gave a mix closed-ended and open-ended questionnaire to the fifth semester students of English Education amd English Literature study program in Universitas Teknokrat Indonesia, Bandar Lampung, who took Academic Writing this year. Table 3 below showed detailed statements that are asked to the students.

Table 1. Closed-ended questionnaire given to the students

No.	Question	Answer	
		Yes	No
1.	Do you know about Pawtoon?		
2.	Have you ever watch Pawtoon video on YouTube?		
3.	Do you think that Pawtoon video is interesting?		
4.	Through pawtoon video, you can learn about delivering idea?		
5.	Through Pawtoon video, you can improve your listening skills?		
6.	Through pawtoon video, you can improve your vocabulary?		
7.	Through Pawtoon video, you can improve your fluency?		

Table 2. Opened-ended questionnaire given to the students

No.	Question	Answer
1.	How often you watch Pawtoon Video on Youtube?	
2.	Dou you like watching Pawtoon Video? Why?	

Table 1 above showed that the questions give to the students were group into several criteria, they are students' existance toward watching video on YouTube, students' opinion toward Pawtoon Video, and the students' opinion toward the impact of watching Pawtoon video towards students' skill.

The first group was to know students' existance in watching video on YouTube in our daily life. The first group was statements from number one to three. The second group of questions were from number four to seven that was to know students' opinion about watching Pawtoon video toward their English skills whether they found it affecting, boring, or increasing. Hopefully, by providing seven questions, the data got about students' opinion was quite clear. The closed-ended questionnaire was made in form of table in order to make the students easier in responding the statements. Moreover, the reseracher also made a questionnaire in Google Form to be given to the students. This questionnaire was given to the participants by the researcher in watsapp group.

Furthermore, table 2 above showed that the questions given to the students in order to know about the participants who watch video pawtoon on YouTube, the students's reason why they like to watch Pawtoon Video. No more than thirty minutes, the researcher had got the respons from the respondents or students. To know the result, the researcher counts it by devided the number of "Yes"/"No" answer by 10 and multiply by 100%. Table 3 showed the result of closed-ended questionnaire given to the students.

Table 1. Closed-ended questionnaire given to the students

No.	Question	Answer	
		Yes	**No**
1.	Do you know about Pawtoon?	60%	40%
2.	Have you ever watch Pawtoon video on YouTube?	55%	45%
3.	Do you think that Pawtoon video is interesting?	55%	45%
4.	Through pawtoon video, you can learn about delivering idea?	65%	35%
5.	Through Pawtoon video, you can improve your listening skills?	62.5%	37.5%
6.	Through pawtoon video, you can improve your vocabulary?	62.5%	37.5%
7.	Through Pawtoon video, you can improve your fluency?	62.5%	37.5%

Table 3 above showed that 60% students had know about Pawtoon and the rest 40% of the students had not know about Pawtoon. For the question number 2, and 3 showed the same percentage 55 % students who ever watching Pawtoon Video on YouTube, and the other

hand they do not watch Pawtoon Video. For question number 4 showed that 65% of watching Pawtoon Video can learn about delivering idea and the rest 35% are not. Also the same percentage exist in question number 5 until 7 for about 62.5% of students can improve their skills when their watching Pawtoon Video.

For the result of opened-ended questionnaire, the reseacher may say that they spend a little bit their time to watch Pawtoon Video on YouTube. Most of the student think that the reason why they watch the video because they want to get more information from Pawtoon Video that uploaded in YouTube. The students think that if they watch the video, they think, they will improve their skills (Nurmala Sari & Aminatun, 2021; Yudha & Mandasari, 2021). Many faculties felt comfortable using technology. Most teacher that use Pawtoon Video when they teach in the classroom can improve their students skill. On the other hand, from that result, some students agree that when they watch Pawtoon Video can improve their skill in the classroom(Parnabhakti & Puspaningtyas, 2021). There are some reason why the students agree watching Pawtoon Video can improve their sill.

- Pawtoon Video is interesting so it can make comfortable when they study in the classroom.
- Pawtoon Video can improve their speaking ability
- Pawtoon Video can improve their knowledgeable in vocabulary
- Pawtoon Video can improve their fluency in speaking skill.

From that reason, we can conclude negative and positive impacts when they are learning with Pawtoon Video:

- Positive
  a. More Interactive and interesting
  b. Easier for students to understand the material
  c. Students can get authentic language samples from native speakers
  d. Students are not bored in learning materials because there are variations.
- Negative
  a. Some students do not pay attention and can also easily be distracted by other things in video
  b. Rarely noted
  c. Focus begins to decrease when the video is over
  d. Students tend to ask to continue using the video with any material that needs to be explained

CONCLUSION

The existence of Pawtoon Video really helps teacher in explaining materials to the student in different way and also helps Students to understand about the material. Although, it can

also bring negative effects for the students and the teachers themselves. The advantages of using Pawtoon video are still dominant.

To avoid the negative effects of using Pawtoon video, teachers need to be wise in using the media teaching although the students don't always depend on video. They also need to provide other activities to support the implementation of watching video, so the goal of learning can be achieved.

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