

**DEVELOPING TEACHING MEDIA THROUGH POWTOON AS  
“TPACK” (TECHNOLOGICAL PEDAGOGICAL CONTENT  
KNOWLEDGE) FOR SPEAKING SKILL AT GRADE 8  
STUDENTS OF SMPN 2 BANGUN PURBA**

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**Abstract**

*The objective of this study is to develop PowToon as media for teaching at Grade 8 students of SMP N 2 Bangun Purba in speaking transactional text. This research was conducted based on educational research and development (R&D) through six steps, namely: gathering data, analyzing data, designing media, validating by the expert, revising media, and final product. The Instrument of Collecting Data was questionnaire. The finding showed that one video of PowToon was used to teach English writing to Junior High School. The developed media PowToon had been validated by two experts and the average score has gotten was 85%. It was categorized “Excellent” since that the developed to teaching media PowToon for speaking skills were suitable for the 8 grade students of SMPN 2 Bangun Purba.*

**Keywords:** *Research and development (R&D), teaching media powtoon, transactional text, junior high school.*

## **INTRODUCTION**

Listening, speaking, reading, and writing are four skills that students must learn when learning English. English subjects in junior high school are taught in an integrated manner that includes receptive skills (listening and reading) as well as productive skills (speaking and writing). But this research will focus on speaking skill the main reason why this research chooses to focus on speaking skills is because based on observation there are many problems with students' speaking, such as grammatical errors, lack of vocabulary, so they are afraid to make mistakes in speaking English. Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.

The use of language to communicate with others is referred to as speaking (Fulcher, 2003:23). It means that this activity involves two or more people in which the participants are both hearers and speakers who must react to whatever they hear and contribute at a high speed, so that each participant has the intention that they want. According to (Bailey:2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Now, Indonesia is using a curriculum in 2013 for junior high school, the demands of the 2013 curriculum require quality learning that can make students' attitudes creative, independent, cooperative, solidarity, leadership, empathetic, tolerance and life skills in order to shape character and improve the nation's civilization and dignity.

In this study, the researcher noticed that students who studied EFL had problems understanding new concepts due to poor speaking skills and other language problems. Therefore, they searched for ways for designing effective visual and auditory aids that keep learners focused and at the same time facilitate comprehension through learning speaking strategies.

Based on the K13, students are expected to be able to compose interaction texts oral and written transaction very short and simple involving action give and ask information related to name and number of animals, objects, and nearby public buildings with the daily life of students, with regard to social function, text structure, and correct linguistic elements and in context. 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. It also features classroom accounts for project-based learning. PowToon presentation scans are exported to other programs including YouTube and PowerPoint that give flexibility in sharing the awesomeness. PowToon paves the way towards teaching Higher Order Thinking Skills (HOTS) like critical thinking summarizing,

and problem-solving, which are basic skills for a successful global citizen in the 21st century.

Based on preliminary data, from observation and interview, based on the observation conducted in grade 8 at SMP N 2 Bangun Purba by seeing the school facilities such as technology are quite complete but the users are not optimal. And based on an interview with the teacher, the teacher already knew about this PowToon application before, and had taught it to students but the teacher only took this video through YouTube, didn't design the learning video. Therefore the teacher admits that the videos made are less interesting. The reason focus on speaking skill because the teacher said if that students had some problems in speaking, there are: lack of vocabulary, confused in organizing structure of the word, low in pronunciation and afraid of making mistakes.

(Fimbriani:2016) implemented the use of PowToon in the classroom by using various slides and videos, followed by questions to determine whether or not the students understood the PowToon presentation. The goal was to increase students' interest in speaking and activity in the classroom.

Based on the background above, this study deals with developing PowToon as a teaching media in speaking about transactional text. In this research, the researcher uses PowToon which is included as the audiovisual as the media and treatment to improve the students speaking skills. Through using PowToon, the students can learn the concepts of speaking which are presented by cartoon animation.

## **RESEARCH METHODOLOGY**

This research was conducted based on educational research and development (R&D). The finding of the study would be used to develop or design new products in some procedures. Then, those had been systematically field-tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality, or similar standard.

The participant of the research was the Grade 8 Students at SMPN 2 Bangun Purba, Mabar, Kab. Deli Serdang, Sumatera Utara. The research was conducted at class 8 that consisted of 25 students.

The data use qualitative research. The data were used in the forms of data analysis, qualitative data analysis. The data were collected, and described the findings. The qualitative data were analyzed by showing the conclusion of the questionnaire data from students that changed into the percentage of data.

The Instrument of Collecting Data: 1) Observation, 2) Questionnaires, From the questionnaire, the researcher got the data about the students' needs of English, the topic of the text that the students need, the student students need, student lack, the existing

material and also student expectation.

The researcher identified the main variables such as target needs, and learning needs of the 8 students of SMP N 2 Bangun Purba. The data of target and learning needs of students were gotten from the questionnaires given to the students. The data was used to plan the media of writing that appropriate to the students' needs.

There are some step for developing media: (1) Collecting Information and Data, The data comes from observations and questionnaires. (2) Analyzing the Data, Data analysis can be done after making observations and getting the results of the questionnaire; (3) Designing Media designing speaking media based on the students' needs; (4) Validating by Expert, The expert means (English teacher of SMP N 2 Bangun Purba) ; (5) Revising Media, After getting advice from experts, it will produce good media and according to what students need; and (6) Final Product, the final product is a video about transactional text.

## **DISCUSSIONS**

Based on the results, the finished product successfully completed the validation and revision stages. The finished work was created at SMPN 2 Bangun Purba using video PowToon on transactional text material. Based on the validation's findings as well as the validator lecturer's remarks and improvement recommendations, the final product was created.

The effectiveness of learning media items created by a researcher was measured against validation from knowledgeable researcher was measured against validation from knowledgeable lecturers and student evaluations. The material/content component, the presentation component, the contextual component, and the display component were all examined to determine the feasibility level. After validating the first product, a researcher makes revisions based on feedback and recommendations to produce a final product that is more suited for use during the learning process. The final product was created as traditional learning media, which included one video. A video based on PowToon for transactional text material is one type of educational media.

The research of Research and Development (R&D) by Borg and Gall is the product that developed for this research is to developing teaching media through PowToon as "TPACK" (Technological Pedagogical Content Knowledge) for speaking skill at grade 8 of SMP N 2 Bangun Purba. The ten steps of Borg and Gall's research and development were simplified into 6 steps by the researcher. This is due to the limited time, cost, and energy of the researcher. The six steps are gathering information, analyzing the data, designing media, validating by expert, revising media, and final product.

A needs analysis was done in order to satisfy the demands of the students and create suitable writing materials for Junior High School students in grade 8. Students were given questionnaires to complete as part of a need analysis. Target needs and learning needs are included in the questionnaire. According to their responses about the targeted needs, grade 8 students said that they really loved learning transactional texts, which include asking and providing information by using speaking abilities. Additionally responding positively, students in grade 8 mentioned how much they value English classes at the moment. When a researcher presented information on transactional text in class 8, 25 respondents admitted that the material was simple to understand. Speaking activities can help student' difficulties of lack of vocabulary, confused in organizing structure of the word, low in pronunciation and afraid of making mistakes.

For their motivational purposes during the learning process, students were expected to have material that includes audio and graphics. Additionally, the use of media because using computers to aid with learning was thought to be successful. Teachers, though Language laboratories and computers are infrequently used to support teaching and learning. Students are at comfortable speaking about anything during class with their instructor and classmates.

In this study, video PowToon results that show the existence of text, graphics, back sound, or audio sound recordings meet good media criteria. On each video with an explanation of the offered topic, text criteria were shown. There are two different types of sounds in the background of this PowToon video, either in the form of instruments or voices. PowToon videos with voice-over as the background audio. A video presentation was created by combining these in one format. Videos with animations that increase students' interest in the subject matter.

According to Marcelo Humberto, new media are particularly helpful as teaching tools since they include innovations that enhance classroom learning and allow for the exploration of new knowledge. The use of media in the classroom has numerous effects on student learning, such as enhancing their motivation to participate in class and helping them comprehend the lessons they are being taught.

## **CONCLUSIONS AND FURTHER RESEARCH**

### ***Conclusion***

There were important points regarding how PowToon was developed as a teaching media to teach Transactional text to eighth grade students, as detailed in the research findings and discussion section. This study was carried out utilizing qualitative methods. The purpose of this study is to establish PowToon as a media for teaching transactional text

to eighth graders at SMPN 2 Bangun Purba. As a result, a video was produced that can be used to teach English. The text, images, and back sound are all part of the content. The development of PowToon video has resulted in a video that is suitable of being used as a learning medium since it meets certain criteria for good media

### **Suggestions**

The following are some of the researcher's recommendations:

**Teacher:** According to the findings of this study, PowToon video can be used as a tool for classroom learning activities, particularly in the area of speaking skills. The researcher used video that followed the basic competencies for speaking skills in this research. The teacher can use YouTube to get PowToon videos or make their own using the PowToon application.

Second, teachers can use PowToon to make their own videos. The teacher can enter the content in accordance with what will be presented in class, as well as help students in subjects that they find difficult, by selecting animation that relates to the material's theme.

**Students:** Because of the interesting animations, PowToon videos can stimulate students' creativity and imagination. PowToon videos can improve students' learning motivation, offering them ideas for creating learning products and allowing them to use their speaking skills to create a text. Students can play PowToon videos from YouTube freely and consistently in learning activities, not only in class but also outside of class or at home.

**Further Researchers:** those with an interest in the PowToon video animation technology. This study focuses on PowToon video; however, future research may need to study into PowToon media in relation to teaching-learning strategies.

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