

IMPLEMENTING *POWTOON* TO IMPROVE STUDENTS' INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS

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Abstract

The use of technology has increased rapidly in our daily activities since first industrial revolution and its features also becomes more and more enchanting from time to time. Thus, people are used to work with it to lighten their jobs, including education, such as delivering/learning material through multimedia, online teaching and learning, etc. It is line with the result of preliminary study that 56% students of English Literature at Universitas Teknokrat Indonesia (UTI) said their lecturers used more technology in class. Thus, the researchers used classroom action research in order to know whether the use of technology does not only help the lecturer in delivering material in a class but also improve students' international culture understanding in English class. To collect the data, the researchers used observations, tests, and questionnaires. The subjects of this research were second semester students of English Literature at UTI. The finding showed that students' international culture understanding improved after each cycle. Improvement was also seen based on the result of observations that students showed positive behaviour during the teaching and learning activity.

Keywords: English class, International culture, web-based medium

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INTRODUCTION

Technology is a part of human life. It contributes to the development of the society and helps human lives day to day basis. However, technology did not instantly begin as advanced as it is nowadays. It has history of its own growth or development throughout the centuries. Starting from steam engine until artificial intelligence, the use of technology and its features has increased from time to time. Technology really helps human daily activities, such as transportation, company production, limitless-place communication, and even in learning knowledge—education. The growth and features of technology itself can be seen from the four-stage of revolution industry as follows:



Figure 1. Phases of Industrial Revolution (Sharman, 2018)

The diagram above showed that features of technology has growth from time to time, it starts with the invention of practical of steam engine by James Watt in the first industrial revolution that began from 1760s until 1830s and as a result of the steam engine invention, human lives were helped by its existence. In the second industrial revolution that span from 1840s until 1870s, a telephone was invented by Alexander Graham Bell in 1876 that helped humans to communicate with each other with a distance that separated them. It created a limitless place and boundary. Next, in the third industrial revolution that began in 1960s and also known as the digital revolution, technology of the world increased in digital sense. A home computer was available in the 1977 and the users of the computer were able to do some works and even play some games. Then, the fourth industrial revolution which is the era we live in. The fourth industrial revolution was firstly mentioned by Bosch at Hannover Trade in 2011 and technology was developed rapidly and it is still developing in this era. Year by year, humans find new technology that able to ease the burden of their daily activities and online schools are also available in this era which means the education is conducted with the help of internet connection.

Internet connection and technology are two things that cannot be separated nowadays, especially in education system. Many lecturers and researchers try to apply them in their teaching and learning process because their benefits. Dogruer et.al (2011) conducted a research about the use of internet in education purposes and it showed that 80% of participants like to use internet more in learning because its efficiency and easiness to find and share information. Moreover, Dabas (2018) found that technology usage in education system can give several benefits, such as improving the quality of teaching and learning, creating effective teaching and learning process, and many more. Sari and Wahyudin (2019) also said that using technology in learning can influence students' motivation, attitude, and engagement. Thus, applying internet and technology may also be beneficial for education, especially teaching and learning process in Indonesia.

Universitas Teknokrat Indonesia (UTI) is one of campuses in Lampung which encourages the lecturers to use technology and internet in teaching and learning process. This campus also provides internet connection and computer in every classes to support this policy. Moreover, in a second semester, the English Literature students need to learn about international culture. It would be very difficult to study this material without pictures or any kind visualization for the students to see because everyone has their own way of imagining things. Fortunately, the era has developed into such a modern era in the fourth industrial revolution with its advanced technology and there are applications that are very helpful to help students' education, *Powtoon*. It helps students to study a material beyond a class.

Powtoon is an application that enables students to explore their creativity in making animated presentations. Moreover, when the animated presentations are shown to the other students they will be able to engage the students' attention at once because of the uniqueness of the presentations and the students will also be able to improve their knowledge related to the material at the same time by listening to the friends' explanation and also the images they see on the animated presentations. Thus, the researchers conducted this research to find out that *Powtoon* was able to help the improvement of students' understanding in international culture for English Literature students since the researchers have conducted a research in using *powtoon* in reading class and has successfully done (Oktaviani and Mandasari, 2019). Ayu (2020) also said that technology in higher education especially e-learning can enhance students' learning experiences.

RESEARCH METHOD

To collect the data, the researchers used observations, tests, and questionnaires. The subjects of this research were second semester students of English Literature at UTI. The finding showed that students' international culture understanding improved after each cycle. In this research we used Classroom Action Research (CAR) method. CAR is a method of finding out what works best in your own classroom so that you can improve student learning (Mettetal, 2001). The goals of this method are to improve teacher's teaching in his/her classroom, department, or school and also to improve students' understanding. There are some ways that should be done before attaining the result of the research. They are:

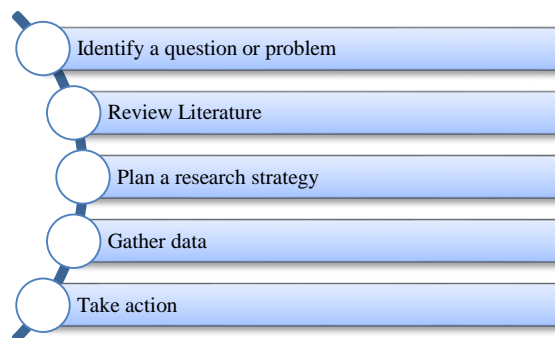


Figure 2. Stages to conduct CAR

- Identify a question or problem

In identifying a problem, the researchers gave a questionnaire to students and found that technology really impacted students' ways of learning as it seemed in the table below.

Table 1. Result of Preliminary Study

No.	Statements	Sangat Tidak Setuju (%)	Tidak Setuju (%)	Setuju (%)	Sangat Setuju (%)
1.	My lecturers always use teaching media in a class.	8	8	36	48
2.	My lecturers always use white board in teaching.	4	24	56	16
3.	My lecturers often use visual media non computer in teaching, such as picture, poster, printed diagram, etc.	12	24	48	16
4.	My lecturers often use audio media in teaching.	12.5	12.5	41.7	33.3
5.	My lecturers always use power point in class.	8	8	44	40
6.	My lecturers always use many kinds of media in one semester, so students do not get bored.	12	16	16	56
7.	My lecturers often notice the same media and material to teach parallel classes.	4	24	48	24
8.	I want my lecturers to use different teaching media for the same subject.	12	24	16	48

Table 1 showed that the use of media and technology were high and above 50%. Besides, the students also expected that their lecturers used different teaching media for teaching a subject in one semester. Thus, the researchers wanted to identify that technology could improve students' understanding toward a material given, especially tourism.

- Review Literature

After decided the problem to be investigated, the researchers also found that technology can improve students' academic performance. It is in line with Sheldon (2007) that technology can improve academic performance in Elementary classroom. So, the researchers were highly intrigued what the result would be for university students.

- Plan a research strategy

The researchers planned all the research strategies, how to get our hands on the result of the research, and made a conclusion that would do the research through Pre-test and Post-test to see the improvement of the students' understanding in International Culture.

- Gather data

The data were gathered from English Literature of B class in second semester at Universitas Teknokrat Indonesia. The researchers encouraged the students to use

- Take action

In the last, the researchers executed the best decision in order to apply technology in English class based on the data that had been gathered.

After finishing all of those steps that are written above, the researchers get the result which also lead us to determine the best decision regarding applying technology (*Powtoon*) in English class in Universitas Teknokrat Indonesia.

FINDINGS AND DISCUSSION

The researchers applied *Powtoon* usage in English Literature of B Class for four cycles. The data of Pre-test and Post-test were provided in the table below:

Table 2. Data of Pre-Test and Post-Test

No	Name	Cycle 1 (International Event)		Cycle 2 (Cuisine)		Cycle 3 (Tourism Place)		Cycle 4 (Traveling)	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	Subject 1	40	80	45	80	80	100	0	0
2	Subject 2	0	100	40	80	20	100	0	0
3.	Subject 3	40	80	50	100	50	100	75	100
4.	Subject 4	40	80	30	30	60	100	65	65
5	Subject 5	80	100	35	100	60	100	60	100
6	Subject 6	40	60	40	80	70	80	75	100
7.	Subject 7	80	100	45	100	60	100	60	80
8	Subject 8	0	80	30	100	80	100	60	100
9	Subject 9	70	100	50	100	50	100	75	100
10	Subject 10	40	80	25	80	60	100	75	100
11	Subject 11	0	80	50	80	40	100	75	100
12	Subject 12	20	100	40	80	50	100	65	100
13	Subject 13	0	100	65	80	30	80	45	100
14	Subject 14	0	0	50	100	80	100	65	100
15	Subject 15	100	100	85	100	100	100	0	0
16	Subject 16	90	100	85	100	0	100	80	100
17	Subject 17	70	85	85	100	90	90	80	100
18	Subject 18	80	100	85	100	0	0	78	100
19	Subject 19	0	0	70	80	40	100	70	100
20	Subject 20	20	100	65	100	50	100	65	100
21	Subject 21	20	100	60	80	50	100	80	100
22	Subject 22	0	0	80	100	60	100	95	100
23	Subject 23	40	100	60	80	50	100	60	100
24	Subject 24	20	100	70	80	30	100	80	100
25	Subject 25	70	100	65	100	80	100	80	100
26	Subject 26	35	100	60	100	75	100	80	100
27	Subject 27	0	0	20	80	20	100	80	100
28	Subject 28	20	40	60	100	80	80	0	0
29	Subject 29	0	60	40	80	0	0	60	100
30	Subject 30	0	0	60	40	60	100	0	65
31	Subject 31	20	100	80	90	50	90	70	100
32	Subject 32	0	0	80	100	0	0	60	100
33	Subject 33	20	100	80	100	80	100	60	100
34	Subject 34	80	100	80	80	100	100	80	80
35	Subject 35	0	100	30	100	80	80	60	100
36	Subject 36	0	0	80	100	0	0	80	100
37	Subject 37	80	80	60	60	60	80	60	80
38	Subject 38	85	100	35	65	0	0	75	100
39	Subject 39	0	0	65	100	20	100	55	100
40	Subject 40	90	90	60	100	0	100	0	100
41	Subject 41	0	0	0	0	60	100	60	100
42	Subject 42	0	0	0	0	0	0	65	100
43	Subject 43	0	100	0	0	80	80	85	100
44	Subject 44	0	0	0	0	0	0	60	100
45	Subject 45	20	100	0	0	50	100	65	100

Based on Table 2, there were 45 students in English Literature of B class who joined four cycles with four different materials. After four cycles, the scores of post-tests became higher as it was shown in the Figure 2 below.

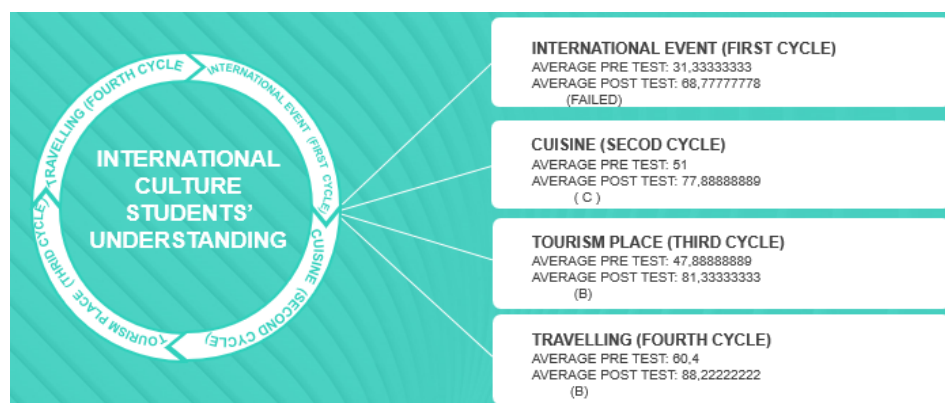


Figure 2. Result of Pre-Test and Post-Test

Figure 2 showed that in the first cycle, average score of post-tests was 68,78 which belonged to D. In the second cycle, the students' average post-tests score became higher which was 77,89. Fortunately, in the third and fourth cycles, the students' average post-tests score reached 81,33 and 88,22 which belonged to B. The reason of conducting this research until four cycles was because tourism material is given in Basic Reading class or skill class. In skill class, the students can only pass the class if their score are either A or B. Thus, after the third cycle, the researchers wanted to conduct on more cycle to make sure that technology can really make students improve their understanding in learning.

Beside using test, the researchers also used a questionnaire to see students' opinion toward *Powtoon* usage as it was shown in the Table 3 below:

Table 3. Students' Opinion toward *Powtoon* Usage

No.	Statements	Sangat Tidak Setuju (%)	Tidak Setuju (%)	Setuju (%)	Sangat Setuju (%)
1.	I enjoy using technology.	0	0	27.3	72.7
2.	I avoid technology as I can.	40.9	31.8	13.6	13.6
3.	Using technology in learning languages is not necessary.	63.6	22.7	9.1	4.5
4.	I think using technology in class help me more in understanding material because I find information about the material.	0	0	45.5	54.5
5.	I know that technology can help me to learn many new things.	0	0	22.7	77.3
6.	As a student, I should know how to use technology in class.	0	0	22.7	77.3
7.	I would be a better learner if I knew how to use technology properly.	0	4.5	36.4	59.1
8.	I am very confident when it comes to working with technology at home/at university.	4.5	9.1	50	36.4
9.	I want to learn more about using technology at home/at university.	0	0	45.5	54.5
10.	I believe that I can improve my language skills using the benefits of the technology and internet.	4.5	0	40.9	54.5
11.	I prefer write/read the material in my phone/laptop.	4.5	18.2	45.5	31.8
12.	I prefer learn the material from my phone/laptop to books.	9.1	4.5	59.1	27.3
13.	I prefer having a presentation in class by using white board to technology.	27.3	31.8	31.8	9.1
14.	Technology helps me in having presentation.	4.5	0	40.9	54.5
15.	I enjoy having presentation by using Powtoon.	4.5	13.6	50	31.8
16.	Powtoon makes my presentation become more interesting.	4.5	4.5	40.9	50
17.	Powtoon helps me delivers/remembers the material better.	4.5	13.6	59.1	22.7
18.	Powtoon maximizes my presentation because it combines video, animation, text, and graphic.	4.5	4.5	59.1	31.8
19.	Powtoon makes my friends pay attention more compared to another tool of presentation.	4.5	9.1	45.5	40.9
20.	Technology intimidates and threatens me.	40.9	40.9	13.6	4.5

The result showed that students enjoyed using technology for learning and they thought it was really helpful (statement 1-5). It is in line with Oktaviani and Desiarti (2017) that sudents who are even in university freshmen really enjoyed using technology in teaching and learning process since it visualized their abstract

thinking. Next, more than 50% students were confident in using it, wanted to learn it more, and felt it can improve their understanding (statement 6-10) because they are mostly digital natives who have high enthusiasm in using technology (). More than a half student also liked using technology in learning in their learning activities (statement 11-14) because they can learn anytime and anywhere without having a limitation time and places (Aminatun and Oktaviani, 2019). Toward the *Powtoon* usage, more than 80% students taught that it helps them delivering/remembering/maximizing their presentation, made the presentation became more interesting, and could attract their friends' attention (statement 15-19). Furthermore, as Oktaviani and Mandasari (2020) said technology in teaching and learning has at least two functions, they are improving students' ability in learning and students' ability in using technology it self since nowadays the students need to know or use more technology in teaching and learning process.

CONCLUSION

It is obvious that using *Powtoon* in learning English can improve students' understanding. As technology and internet are part of students' life, they are can be applied and accepted by the students easily. Its features were really attracted students' attention to learn. So, this application may also be used to teach another material for university students or even in different level of students.

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Lulud Oktaviani is an English Education Lecturer in Universitas Teknokrat Indonesia (UTI). Besides teaching, she is also active in joining as a presenter at national and international conferences and publishing her research in proceedings and journals. Her research interest is teaching media, English teaching, and learning, English as a second language. Moreover, she also has obtained funding from the Directorate of Research and Community Service in Higher Education five times for *Penelitian Dosen Pemula (PDP)* and *Program Kemitraan Masyarakat (PKM)*.

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Reynita Adlina Maharani is an English Literature student in her final year at Universitas Teknokrat Indonesia. She has the experiences of being co-writer of plays at the university. She also has published three literary works on an online platform, Wattpad. In the meantime, she is currently working on her undergraduate thesis in the field of literature.