Powtoon: A Digital Medium to Optimize Students' Cultural Presentation in ELTClassroom

Lulud Oktaviani[1], Berlinda Mandasari[2]
lulud_oktaviani@teknokrat.ac.id[1], berlinda@teknokrat.ac.id[2]

Universitas Teknokrat Indonesia[1,2]

Abstract

Facing industrial revolution 4.0 requires university students to provide themselves with a skill that they can use to compete with machines or computers. One of the skills is negotiation which involves mastering language, especially English as a means of international communication. However, learning English as a foreign language is not as easy as it seems. The students need to use a proper learning media which match their characteristics as digital native and motivate them in learning English such as multimedia. By using multimedia, the students will not only learn about language but also the skill about how to use the media or a computer to come up with industrial revolution 4.0. Thus, the researchers who are English lecturers aimed to encourage students in Universitas Teknokrat Indonesia (UTI) to use more web-based medium as a medium in learning English in a class, exclusively *Powtoon*. This research used a qualitative method since it disclosed how UTI students use *Powtoon* in a class and what their opinion toward *Powtoon* for learning English. During the research, the students used *Powtoon* in a class as a presentation medium for a half-semester because after mid-test they were divided into 13 groups to present the topics given by the lecturer. For each meeting, there were 2-3 groups presentation. At the end of the semester, the students were given questionnaire related to multimedia usage and responded that they felt motivated in learning English by using technology especially *Powtoon.* As a result, using a web-based medium in learning English can increase not only student's ability to language but also technology.

Keywords: cultural presentation, digital medium, ELT classroom

Introduction

Industrial revolution 4.0 (IR 4.0) has impacted education and causes the changing of teaching and learning methods. Lecturers cannot use their traditional way of teaching and learning anymore since students' characteristic also change into technology-addict learners. Shahroom & Hussin (2018) said that technology improvement at the university level is the foundation to face IR 4.0 and basic skills for the students to compete with Artificial Intelligence (AI). Besides, Hamiti and Reka (2012) said that using technology in a class can improve teaching and learning activity in many ways but not to forget the ethics. Thus, lecturers should at least adopt technology in their teaching and learning activities to meet the recent circumstances.

Facing industrial revolution 4.0 requires university students to provide themselves with skills that they can use to compete with machines or computers. According to Gray (2016), there are ten skills which need to be mastered in 2020 to compete with robots. One of the skills is negotiation which involves mastering language, especially English as a means of international communication. Furthermore, Liza and Akmar (2018) said academic

competence needs to be accompanied by communication competence, especially English, in order to find a job. Additionally, Constantinescu (2015) said that negotiation in a foreign language can improve a job-seeker professionalism. Thus, learning English in IR 4.0 is a must because it can help students to master negotiation skills, communicate with everyone, and make them have a better qualification in finding a job.

However, English is a foreign language in Indonesia and it makes teaching and learning process is not that easy although some students have learnt English since they were in the kindegarten. Thus, lecturers need to create interactive and interesting teaching and learning process in order to attract and motivate students, especially in industrial revolution 4.0 era. One of the ways can be technology usage in the classroom, such as multimedia. As Almara'beh et al. (2015) said that multimedia usage in the classroom can be an innovative way that is able to increase teacher-students' interaction, long-lasting, and more applicable to teach something which is an outside classroom. By using technology, there are no time and place boundary in a classroom. Moreover, Singh and Singh (2014) also said that multimedia is very effective in teaching and learning activity, it can also build a high-quality teaching and learning environment. This innovative and a high-quality teaching and learning environment can be seen from multimedia features which combine text, animation, audio together which are able to provide interactive interaction. It is also in line with Pavithra et. al (2018) that multimedia is the use of electronic media which has 6 elements (text, graphics, audio, video, animation, and interactivity). So, it also suits to teach somethings which is beyond the class because it can visualize what abstract things are, such as culture.

Culture presentations are delivered in Basic Reading Class of English Literature students at Universitas Teknokrat Indonesia (UTI). As English Literature students, they need to know many cultures in order to support their knowledge and become their education background in the future when they work as a guide, artist, and many other jobs. On the other hand, learning culture is not something that they can be experienced in a class and the students need to go and join the communities to experience that well. By using multimedia, they can visualize and feel like they experience it directly because of the multimedia features. It is in line with Pourkalhor and Esfandiari (2017) that learning culture should be provided in the classroom as it is to support language learning because language and culture come hand in hand. People who master target language may not be able to communicate well if they do not know what or when to use some expression if they do not understand about its culture. For example, Indonesia people usually ask *where did you go?* or *where will you go?* if they meet someone. However, English speakers usually do not ask such thing because it is not their business and intead they ask *how are you?*

Thus, the researchers encourage the students to use multimedia, *powtoon,* to learn in Basic Reading class. *Powtoon* is a presentation template that has text, audio, animation features, and the file is in the form of video presentation. It has a free and premium price. Moreover, the template has many categories, such as education, business, marketing, and many more. So, it is suitable for students and the researchers come up with the following research questions:

1. How to implement *powtoon* to optimize students' cultural presentation?
2. How is the students' opinion toward multimedia usage in doing cultural presentation?

Theory and Method

A qualitative method was chosen in doing this research because the researchers wanted to describe how the students used *Powtoon* to present culture in a class. According to Nassaji (2015), qualitative research is well suited to language and teaching research settings because it involves naturalistic data without any intervention and focuses on how something happens. This research took a place in Universitas Teknokrat Indonesia (UTI) specifically in Basic Reading Class of English Literature Study Program at the even semester of the 2018/2019 academic year.

The researchers chose the SS17B class because one of the researchers was a lecturer of the Basic Reading subject. In the English Literature Study Program, this subject focused on a long functional text with tourism material, such as cross-country cuisines, entering country, eating out, tourism place, tourism festival, and many more. So, the students need to create the cultural presentation in *powtoon* website in www.powtoon.com in a group and use it as a presentation medium in a class.

There were 42 students in SS17B class and divided into thirteen groups, so there were 3-4 students in one group. By the end of all students' presentation, they were given questionnaire by the lecturer. It had ten statements related to *powtoon* usage and four responses that were strongly agree, agree, disagree, and strongly disagree. This questionnaire was adapted form *Likert Scale.* According to Stephanie (2015), Likert scale is to measure opinions or attitudes based on certain criteria. In this research, this scale is to measure students' opinion toward *powtoon* usage whether it can be used again in the following semester or not.

Findings and Discussion

The implementation of *Powtoon* to optimize students' cultural presentation in the ELT classroom were held after the midterm test because the lecturer who was responsible to explain the material before that. For the presentation, the students were divided into 13 groups with 3-4 members for each group. So, there were 2-3 groups presentation with the same topics for each meeting. The following table showed the list of groups and the topics:

Table 1. List of Group and Presentation Topic

Number of Group	Topics
1, 2	Cross Country Cuisine
3, 4	Entering the Country
5, 6	Eating out
7, 8	Traveling
9, 10	Tourism Place
11, 12, 13	Tourism Festival

The topics listed in the table above were taken from the Learning Contract of Basic Reading in the English Literature Study Program, 2017/2018 academic year. The topics covered some information related to food from some countries, the way how to visit or enter a country, some ways or rules in eating out, and some places or events to visit. Each topic was presented by 1-3 groups for each meeting, however, they discussed different things. For example, group one discussed Indonesian food and group two discussed American's food because the students were able to choose about what they want to present freely as long as

it was still in the topic that given by the lecturer. The following pictures were screen capture from students' *powtoon* videos.

Figure 1. The Topic Presented by First Group

Figure 1 showed that the students began their video with the title of their presentation which was cross country cuisine. It was to identify about the topic because after the presentation, they would share it to their friends in a class. So, their friends could easily identify the material that would be explained in the video. Besides, it was also to make the lecturer identify easily whether the groups explained the material based on the topic given or not.

Figure 2. The members' name of First Group

Figure 2 showed about the members'name of the group, as the creator of the video. Since the video could also be shared in *youtube* or other social media, it was necessary for them to put their name on it. Besides, it would also make the lecturer in giving the score easily if they put their name in the video. Besides names, some of the students also put their

students' official number or *NPM* in the video to avoid of lecturer giving score to the wrong students because they had the same name. Furthermore, to make the video became attractive, the students also put some characters as many as the members of the group. The characters were varied and they could put the characters which could represent them, such as long hair, curly hair, wear hijab, fat, slim, different skin color, and many more like in video which was made by another group below.

Figure 2. the Students Put Different Characters that Represent the Members

Figure 2 showed that the group put different characters that represent the members based on the gender, skin tone color, and fashion style. Moreover, if it was seen in the form of video, the characters could move and show their expression on their face. Not like group one that only wrote their nickname in the video, this group wrote their complete name in the video.

Figure 3. One of the Country Cuisine Presented by First Group

Figure 4. The explanation of one of the festivals chosen by the Students

From Figure 3 and 4 above, it can be seen that the students could insert text, picture to visualize the things they explained, animation, and sound. The type of the text is varied and there are also many color choices. The students can also insert any kinds of images in some different pixels. Besides, the type of animation is also varied from the person until things, from simple characters to hijab characters. Moreover, the students can also choose to insert music or the voice record into this multimedia-based presentation. The presentation process was up to the students whether they could show the video first or show it while explaining it. If they choose second option, they will pause it while presenting because the file was a video.

After all the groups presented the topics, they were given questionnaire by the lecturers to see their opinion about *powtoon* usage to present about culture. This was also to evaluate whether multimedia usage, especially *powtoon* could be used again for the next following semester or not. Table 2 shows the statements and students' opinion:

Table 2. Students' Opinion toward *Powtoon* Usage

No.	Statements	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1.	I prefer write/read the material in my phone/laptop.	4.5	18.2	45.5	31.8
2.	I prefer learning the material from my phone/laptop to books.	9.1	4.5	59.1	27.3
3.	I prefer having a presentation in a class by using a whiteboard to technology.	27.3	31.8	31.8	9.1
4.	Technology helps me in having a presentation.	4.5	0	40.9	54.5
5.	I enjoy having a presentation by using Powtoon.	4.5	13.6	50	31.8
6.	Powtoon makes my presentation become more interesting.	4.5	4.5	40.9	50

7.	Powtoon helps me delivers/remembers the material better.	4.5	13.6	59.1	22.7
8.	Powtoon maximizes my presentation because it combines video, animation, text, and graphics.	4.5	4.5	59.1	31.8
9.	Powtoon makes my friends pay attention more compared to another tool of presentation.	4.5	9.1	45.5	40.9
10.	Technology intimidates and threatens me.	40.9	40.9	13.6	4.5

From the table above, it could be seen that 45.5% of students agreed and 31.8% strongly agreed to use technology (laptop and phone) to write and read the material in a class because nowadays generation cannot be separated from their technology, especially their mobile phone. Turner (2015) said that Z generation have spent their time in using technology more compared to any other daily activity besides sleeping. They are exposed by it almost eight hours a day. It was also in line with the second statement that they liked to learn by using technology compared to books. There were 59.1% of students who agreed and 27.3 of students who strongly agreed about the second statement.

Furthermore, the students also liked to have a presentation by using technology, they strongly disagreed (27.3%) and disagreed (31.8%) about having a presentation using a whiteboard. It suited students' characters who were mostly Z Generation. According to Andrea (2016), Z Generation are those who were born in the year 1995-2000 and surrounded by technology. They also have characteristics that they spend their time using technology and online. They even are not afraid of the rapid changing of the internet and often find a solution through it. By looking at their characteristics as Z Generation, it is reasonable that the students thought technology helped them in delivering a presentation and they did enjoy using it as it was shown in statement four that more than 80% strongly agreed and agreed with that statement.

Furthermore, related to *powtoon* usage in the statements five to nine, the students showed positive responded by enjoying it in presentation 81.8% (50% agreed and 31.8% strongly agreed). Then, 40.9% of students agreed and 50% strongly agreed that it made their presentation became more interesting because it features. It could also make them remember/deliver the material better (81% of students agree and strongly agree). Next, 59.1% of students also agreed and 31.8% of students strongly agreed that *powtoon* could maximize their presentation since it has text, audio, animation, etc. At least, *powtoon* is still new in term of presentation medium for them, so 45.5% of students and 40.9% of students agreed and strongly agreed that it was more attractive compared to other presentation media. As Grzeszczyk (2016) said that multimedia is very good in learning target language because it has many advantages, such as (1) it makes learning target language becomes easier, (2) improve the students' participation in a class, (3) it makes the delivering material becomes more effective, and (4) it can provide reliable, various, and interesting sources.

Finally, although the technology used has become part of their lives, they did not feel threatened by it because they are digital natives. According to Prensky (2001), digital natives are those who are those who used with computer and internet. So, more than 80% of students strongly disagreed and disagreed that technology could intimidate and threaten them.

Conclusion

It is clear from the findings and discussion that the students can do a cultural presentation by using *powtoon*, a multimedia and presentation template which has text, animation, audio, and many more echanting features. This is easily adopted to be one of attractive ways to have a presentation in a class. Moreover, this multimedia is also matching with students' character who are comfortable with technology and internet and the students showed positive respond to the use of *powtoon.* Furthermore, this digital medium can be also adopted by the lecturers to teach in the classroom as a means of delivering the material because it can attract students' attention, especially the students who belong to digital native.

Besides, the *powtoon* usage can also gives some benefits. First, it can increase students' attention in learning language, especially in Basic Reading class. Second, it can improve students' ability in using technology or multimedia. Third, it can motivate them in delivering their presentation because they use such an echanting presentation medium. Last but not least, they can visualize their cultural material presentation.

Acknowlegdement

References

Almara'beh, H., Amer, E.F. & Sulieman, A. 2015. The Effectiveness of Multimedia Learning Tools in Education. *International Journal of Advanced Research in Computer Science and Software Engineering, 5*(12), 761-764.

Andrea. B., Gabriella, H., & Tímea, J. 2016. Y and Z Generation at Workplace. *Journal of Competitiveness, 8*(3), 90-106.

Constantinescu, G . 2015. Language Differences in the Negotiation: Applications for the Recruitment Negotiation on the Work Market. International Conference NEDES 2015 9th Edition. Retrieved from:
https://www.researchgate.net/publication/303721358_LANGUAGE_DIFFERENCE S_IN_THE_NEGOTIATION_APPLICATIONS_FOR_THE_RECRUITMENT_NE GOTIATION_ON_THE_WORK_MARKET. Accessed on September 11, 2019.

Gray, A . 2016. *The 10 skills you need to thrive in the Fourth Industrial Revolution,* January 19, 2016.   Word   Economic   Forum.   Retrieved   from:
https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/

Grzeszczyk, K.B. 2016. Using Multimedia in the English Classroom. *World Scientific News, 43*(3), 104-157.

Hamiti, M. & Reka, B. 2012. Teaching with Technology. *Procedia – Social and Behavioral Sciences, 46,* 1171-1176.

Liza, F. & Akmar, F. 2018. English Communication for Digital Technology: Bridging the Gap between Industrial Revolution 4.0 Requirements and Graduates Readiness. *Journal of Education and Social Sciences, 10*(1), 144-150.

Nassaji, H. 2015. Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research, 19*(2), 129-132.

Pavithra, A., Aathilingam, M. & Prakash, S.M. 2018. Multimedia and Its Applications. *International Journal for Research & Development in Technology, 10*(5), 271-276.

Pourkalhor, O. & Esfandiari, N. 2017. Culture in Language Learning: Background, Issues and Implications. *International Journal of English Language & Translation Studies, 5*(1), 23-32.

Prensky. M. 2001. Digital Native, Digital Immigrants. *On the Horizon, 9*(5), 1-6.

Shahroom, A.A. & Hussin, N. 2018. Industrial Revolution 4.0 and Education. *International Journal of Academic Research in Business and Social Sciences, 8*(9), 314-319.

Singh, M. & Singh, A.K. 2014. Multimedia and Classroom management. *Scholars Journal of Arts, Humanities and Social Sciences, 2*(2A), 141-143.

Stephanie. 2015. *Likert Scale Definition and Examples*. Retrieved from: https://www.statisticshowto.datasciencecentral.com/likert-scale-definition-and-examples/. Accessed on September 11, 2019.

Turner, A. 2015. Generation Z: Technology and Social Interest. *The Journal of Individual Psychology, 71*(2), 103-113.