THE EFFECTIVENESS OF POWTOON BASED MEDIA ON PROJECT BASED LEARNING (PJBL) TO IMPROVE STUDENTS' SPEAKING ABILITY

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ABSTRACT

This study aims to determine the use of video animation media to improve students' speaking comprehension focused on project-based learning in eleventh grade of SMA Negeri 5 Banda Aceh teaching 2023/2024 and to find out whether the use of PowToon animation media can improve students' speaking comprehension in project-based learning in class eleven SMA Negeri 5 Banda aceh. This class consists of 20 experimental class students and 24 control class students. The author believes that the use of PowToon media can be chosen as one of the effective efforts used to overcome students' speaking comprehension in the teaching and learning process. In this study, the writer will see whether the use of PowToon media can improve students' understanding of project-based learning. From the research, the authors found that there was a significant influence on student scores before and after the experiment. The results showed that the students' post-test scores increased significantly the highest compared to the pre-test. Based on the explanation above, it can be concluded that the accepted hypothesis states that the use of video animation media can increase students' scores in understanding speech.

Keywords: Keyword: Powtoon media, Speaking comprehension, Project-Based learning.

INTRODUCTION

Speaking, listening, reading and writing are the four skills in learning English, so learning English is very important for us because English is an international language, the language used to communicate with anyone and anywhere from. English is a tool for communicating both in speaking and in learning English, the main objective of this subject is to learn English

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through vocabulary, conversation, listening, reading, and writing for their English skills. Conversation is interactive communication between two or more people. The development of speech and etiquette skills is an important part of socialization. The development of conversational skills in a new language is often the focus of language teaching and learning. Students are not only taught English but also what they can use, in the K13 curriculum, students in senior high schools in Indonesia have four English skills, they speak, read, listen and write, each of the four English skills have it. Explanation and its own benefits, the first according to megawati (2018: 18) learning to speak English is a priority in learning a second language, and the effectiveness of English courses is based on how well their speaking skills improve. Second, according to Nurhadi (2016: 2) "Reading is a creative reading.

process carried out by the reader to gain a thorough understanding of the background of the reading, followed by an assessment of the circumstances, values, functions and impact of the reading. Third, Listening is Listening is important material in English because we have to be able to find out what people are saying to us, both directly and in music or film media. Lastly is writing, writing is the ability to express thoughts in written works such as poetry, letters, novels, and other linguistic products known as writing. The four skills that learners must master to master English are interrelated and each is very important.

Researchers will examine SMA 5 Banda Aceh schools which still use the K13 curriculum because the implementation of the independent curriculum (IKM) is not yet required and in the implementation of the independent curriculum (IKM), there is a choice of implementing the independent (IKM) curriculum independently which frees the school to choose K13 or the implementation of the independent curriculum (IKM) is full. And for the full implementation of the Independent Curriculum (IKM), schools cannot directly implement it. Because there is a registration process, such as answering questioners and etc. All these stages must be passed first. Then there is another stage towards implementing the independent curriculum (IKM), so it must be registered. Therefore SMA 5 Banda Aceh for this year (2022-2023) still chooses to be independent, so it is still implementing K13.

Speaking by is communicating and conveying information orally to listeners. According to Jerry in Boundless (2015:1) "talking, is sharing views with others, improving critical thinking skills, improving communication skills". That is, when students want to say something to others, they have to think about how to say it and they have to think carefully so that the listener knows exactly what he or she said during the learning process in English. This not only helps students to improve their speaking skills, but also improves their communication skills in the classroom.

Semaan and Ismail (2018) point out that media offers a wide range of media options, graphics, cartoons, and animated images create fluid and

logical animated presentations. Also, the account function is project-based class many students learn in many ways, on their own terms. Moreover, from the workload every teacher will expect something from technology, students must be able to easily understand the material.

PowToon is actually identical to PowerPoint as media to make presentations. There are differences between PowToon and PowerPoint which is PowToon has various animated characters that can make the material delivered more interesting. PowToon is categorized as audio visual presentation, serving the alternative animation, picture, sound, voice, and music. So, it helps teachers in teaching and learning English and becomes enjoyable and interesting and PowToon can help the teacher in designing the learning process. By using PowToon, the teacher can design attractive and enjoyable learning.

Project-Based Learning is a learning model that uses projects or activities as media. According to the Ministry of Education and Culture (2013), students carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-Based Learning is a learning method that uses problems as a first step in gathering and integrating new knowledge based on experience in real activities. According to Branford and Stein, Warzone quotes (2012:153) defines project-based learning as a comprehensive educational approach that engages students in collaborative, ongoing research activities. Thus, it can be concluded that the use of PowToon-based media techniques is effective in increasing students' skills, interest, participation and motivation in participating in learning.

The ability to speak foreign languages especially English, has an important role in the current era of globalization. In the educational environment, teaching English effectively is the main focus, especially in developing students' speaking skills. However, learning to speak is often faced with challenges, such as lack of student activity, time constraints, lack of exciting material, and limited speaking skills, because they rarely practice speaking English with friends, all of which can be caused by environmental factors where the environment does not speak. English as the main language. So, they only use or speak during the learning process, therefore students are lacking in English in the speaking section. In this context, the use of exciting and innovative learning media can be a solution to increase student motivation and involvement in learning to speak. One of the exciting and creative learning media is PowToon, a platform allowing users to create interactive animations and presentations.

Although PowToon has promising potential, research on the effectiveness of using it in project-based learning to improve students' speaking skills is still limited. Therefore, this study aims to fill this void by investigating and analyzing the effectiveness of PowToon-based media in the context of project-based learning to improve students' speaking skills. By

conducting this research, it is hoped that the impact of using PowToon as a learning medium will be seen on project-based learning and students' speaking skills. The results of this study can provide educators with new insights about the effectiveness of PowToon-based media in the context of project-based learning and provide useful suggestions for developing more effective learning methods. With this research, it is hoped to make a positive contribution to the development of more effective project-based learning methods and improve students' speaking skills in learning English.

According to Jamiati and Dewi (2022) there are several important points about how PowToon was developed as a medium for learning Transactional texts for Grade VIII students, as detailed in the research findings and discussion sections This learning is done by using qualitative methods. This study aims to establish PowToon as a medium for learning transactional texts for grade 8 students consisting of 25 students at SMPN 2 Bangun Purba. Result of the study a video is produced that can be used to teach English. Text, images, and background sound are part of the content. The development of the PowToon Video has produced a good video and is suitable for use as a learning medium because it meets the terms and conditions of good media criteria.

Sukaesih research results (2022) the research results explain how learning to write poetry texts using the Problem-Based Method (PBL) with PowToon media can help students improve students writing skills, it is known from the results of the research score that the number of students who score above the KKM is 81.82 %. Student's difficulties in writing poetry texts are found in aspects of diction that get a minimum score of 43 points. So, in conclusion, the use of the Problem-Based Learning (PBL) method with PowToon media has a positive impact on students in carrying out learning for grade IX students consisting of 22 students at SMPN 56 Bandung City

Based on previous research, it shows that learning media is needed to be used in English learner. That's because students in project-based learning need to master English skills communicate with foreigners or in the field of education. Thus, using PowToon teaches students that project-based learning can help them practice their English skills Correct. Therefore, this study aims to explain the use of PowToon as a medium can improve students' English skills, such as listening, speaking, reading, writing and the benefits of PowToon as a learning medium.

METHODS

This research is a mixed methods study in which there are quantitative and qualitative methods, according to Sugiyono (2014, p. 404) states that a combination research method (mixed methods) is a research method which combines or combines quantitative methods with qualitative methods to be used together in a study, so that the data obtained is more

comprehensive, valid, reliable, and objective. Quantitative research is research that aims to test theories that have been valid so far whether they are true or false. Sudaryana (2022) Quantitative research is research that emphasizes the analysis of numerical data (numbers) which are processed using statistical methods. The quantitative method obtains the significance of group differences or the relationship between the variables studied. In general, quantitative research is a large sample of research. The qualitative method is a method that focuses on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon. According to Sugiyono (2019:18) qualitative research methods is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as the opposite is the experiment) where the researcher is the instrument key, data collection techniques are carried out in triangulation (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research are more emphasize the meaning of generalizations.

The approach used in this study is mixed methods. The research method used is quasi-experimental. Quasi-experimental is a research design that involves at least two sample groups, the first is the experimental sample group that is given the treatment and the second is the other sample group as a control group which is controlled in circumstances whose effect is used as a comparison. The difference in response between the treatment group and the control group is a measure of the effect of the treatment given to the treatment group.

In this study, the researcher chose grade 2 with a science (IPA) major, the researcher chose science random sampling as an experimental class because based on observations the class was slightly behind and below average in the process of learning English, especially speaking skills compared to class IA 1 as a control class.

RESEARCH INSTRUMEN

According to Sugiyono (2017, p. 80) population is a generalized area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. In this study, the population taken was class XI Semester 2 students at SMAN 5 Banda Aceh for the academic year 2023/2024 and the total population for class 2 was 256 students.The researcher applied two kinds of variables in doing this research. They are independent and dependent variable. The independent variable is a variable that can have an influence or influence on the dependent variable. In this study the independent variable is the use of animation video in increasing students in writing descriptive text, and dependent variable is a variable that is influenced by the use of independent variable. It is saying as a dependent variable because dependent variable is influenced by the independent variable.

Dependent variable of this research was the test result of the students' in writing descriptive text.

Sugiyono (2018: 131) states that a sample is part of the number and characteristics possessed by a population, in other words, it is a method in a study that is carried out by taking a portion of each population to be studied. The sampling method in this study used a type of probability sampling with a random sampling technique. In this study, researchers used simple random sampling, according to Sugiyono (2017) simple random sampling is taking sample members from a population which is done randomly without regard to the strata in that population. In this study, random sampling was the experimental class that received the treatment of concept mastery learning strategies and class XI-IA 1 as the control class, namely the class that did not receive the treatment of concept mastery learning strategies or used conventional learning.

The sample of this study was 20 high schools in SMA N 5 Banda Aceh. Sample is part of the number and characteristics that the population has. When the sample is too large and the researcher is unlikely to study everything in the population (Sugiyono, 2018). Ghozi (2019) stated, sample is part of a population. Survey sample is sample is part of a population. A sample survey was conducted to obtain samples that match the criteria for the study. The sample selection in this study will be carried out by simple random sampling method that is the selection of samples randomly with the possibility of an error value.

TECHNIQUE OF DATA COLLECTING

The test is a behavior of using something to find out whether it is working correctly or how effective it is. Test divided into 2 types that are pre-test and post-test. At the beginning of the term is a pre-test. After that is treatment and the last is post-test. It would be conducted by a researcher for the class to assess students' ability, it is called the pre-test and then a post-test was given after the treatment to assess students' ability.The last data collection method was carried out by post-test. The post-test was given to students after being presented with video animation as a treatment. Writing ability posttest, researchers do after giving treatment in experimental research. The purpose of giving a post-test in this study was to observe and measure students' changes in writing descriptive texts. The post-test was carried out to get the students' writing scores after doing the treatment.

At the beginning of the semester before being given treatment, the researcher will hold a test for one class called a pre-test to assess students' speaking skills before being given treatment. later. Pre-test means creating a good learning atmosphere without anxiety by providing supporting words and sentences for students to use. In the pre-test, the researcher asked the students to tell a text which could be news or stories or retell their activities on that day

or the previous day in front of the class. The purpose of this test is to help students hone their ideas, how much vocabulary they know and to find out students' abilities, especially in speaking.

TECHNIQUE OF DATA ANALYSIS

In completing the data, the next step is data analysis. The data analysis method is a method for processing finding data into research. What researchers focus on is analyzing the effectiveness of students' speaking skills in the project-based learning (PJBL) learning process before using PowToon based media and after using it in the learning process. In this study, researchers used statistical analysis. In measuring data, researchers used Statistical Product and Service Solution (SPSS 22) as a statistical program application that has high ability in statistical calculations. The SPSS 22 application used provides more accurate information so that lost data can be avoided.

RESULTS AND DISCUSSION
THE RESULT

Table 1. category of interpretation of the effectiveness of n-Gain

Percentage (%)	Interpretation
<40	Poor Effective
40-55	Less Effective
56-75	Enough Effective
>76	Effective

Table 2. n-Gain score Experimental and control class

No	Kelas Experimental				Control Class			
	Scores		n-gain (%)	Criteria	Scores		n-Gain (%)	Criteria
	Pre	Post			Pre	Post		
1	48	80	61.54	Enough	56	72	36.36	Poor
2	60	84	60.00	Enough	56	68	27.27	Less
3	52	80	58.33	Enough	32	76	64.71	Enough
4	44	80	64.29	Enough	36	72	56.25	Enough
5	52	88	75.00	Enough	56	68	27.27	Poor
6	48	84	69.23	Enough	52	68	33.33	Poor
7	52	80	58.33	Enough	48	68	38.46	Poor
8	56	84	63.64	Enough	48	72	46.15	Less
9	52	76	50.00	Less	56	68	27.27	Poor
10	52	84	66.67	Enough	56	80	54.55	Less
11	52	76	50.00	Less	64	72	22.22	Poor

No	Kelas Experimental				Control Class			
	Scores		n-gain (%)	Criteria	Scores		n-Gain (%)	Criteria
	Pre	Post			Pre	Post		
12	48	84	69.23	Enough	56	72	36.36	Poor
13	56	76	45.45	Less	64	72	22.22	Poor
14	52	84	66.67	Enough	56	68	27.27	Poor
15	52	88	75.00	Enough	56	76	45.45	Less
16	48	84	69.23	Enough	64	68	11.11	Poor
17	52	72	41.67	Less	44	76	57.14	Enough
18	52	84	66.67	Enough	60	72	30.00	Poor
19	48	84	69.23	Enough	56	84	63.64	Enough
20	52	76	50.00	Less	28	76	66.67	Enough
21					36	72	56.25	Enough
22					40	76	60.00	Enough
23					48	76	53.85	Less
24					36	76	62.50	Enough
	Mean		61%	Enough	Mean		42%	Less

Based on the n-gain score table above, for the experimental class it is 0.61 or 61% in the Enough effective category compared to the control class 0.42 or 42% in the Less effective category.

DISCUSSION

Experimental and control classes have the same level speaking ability as indicated by a speaking pre-test given before treatment. The average value of the pre-test in the experimental class was 51.4 and the average value of the control class was 50.

Based on the research results, the following interpretations are presented to reinforce the value of the research. After the post-test was carried out, the results showed that there was a statistically significant effect on speaking ability between students who were taught using powtoon media in PjBL and those who were not taught using powtoon media techniques in PjBL. The average post-test score of the experimental class (81.4) is higher than the average post-test value of the control class (72). It can be understood that the Powtoon media technique has a significant influence on students' speaking abilities. The value of n-Gain scores experimental class it is 0.61 or 61% in the Enough effective category compared to the control class 0.42 or 42% in the Less effective category, then Ha is accepted and Ho is rejected. This means that there is a significant difference in the speaking ability of students who are taught using powtoon media.

In this study, there were 20 students in the experimental group and 24 students in the control group. Based on the analysis of the results above, it can be interpreted that the use of powtoon media techniques in teaching speaking

can improve students' speaking skills. It is proven that the technique of powtoon media helps students to organize their ideas.

The PowToon application is an AudioVisual-based media in the form of an online service for making presentations which has very interesting animation features including handwritten animations, cartoon animations, and livelier transition effects as well as very easy timeline settings (Rosiyanti et al., 2020). This media is very suitable to be used as learning material because it is very relevant for school children now, especially since we have entered the 4.0 generation where digital media is very popular so that it can be used as a new technique for learning methods.

Based on students in the control class did not get treatment the powtoon media technique, the results of the students' posttest scores did not increase significantly. The students were not exposed to the powtoon media techniques used in their English lessons, especially in learning to speak English about expressing opinions. The students in the control class scored lower on the post-test.

The results of this study indicate that using the Powtoon media technique in PjBL makes a significant difference in improving students' speaking skills. The students enjoy using the powtoon media technique because they can speak, they don't have to interact using only sound and then put it in the media by choosing one of the characters available in the media, so students are more confident. Based on the research, the difficulty in speaking is that students do not speak briefly, are shy about speaking, and have low vocabulary. When they use powtoon media techniques, they can reduce their difficulties. Therefore, in this study it can be interpreted that the powtoon media technique can improve students' speaking skills at SMAN 5 Banda Aceh.

CONCLUSION

Based on research conducted on class XI students SMAN 5 Banda Aceh for the 2023/2024 academic year concluded that using animation media techniques is effective in improving students' speaking skills. It can be concluded that there is a significant effect on the speaking ability of students who are taught using the powtoon media technique in PjBL and those who are not taught using the powtoon media technique in PjBL. Students who were taught using the powtoon media technique in PjBL had higher scores than students who were not taught using the powtoon media technique in PjBL.

Based on the experiment it is known that there is significance the difference in scores between the experimental class that was taught using the powtoon media technique in PjBL and the control class that was not taught using the powtoon media in PjBL. The average post-test score for the experimental class (81.4) is higher than the average post-test score for the control class (72). It can be understood that Powtoon media techniques have a significant influence on students' speaking ability. The n-Gain score for the

experimental class was 0.61 or 61% in the Effective enough category compared to the control class 0.42 or 42% in the Less effective and whitney mann it is known that Asymp.Sig. (2-tailed) of 0.01 is smaller than the probability value of 0.05. Therefore, as a basis for making a decision on the Mann-Whitney test above, it can be concluded that Ha was accepted and Ho was rejected. This means that there is a significant difference in the speaking ability of students who are taught using powtoon media. It can be concluded that the alternative analysis hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Finally, the researcher concluded that the use of the Powtoon media technique had a significant effect on students' speaking ability in eleventh grade students of SMAN 5 Banda aceh.

SUGGESTION

Based on conclusion above, the researcher would like to suggest that The powtoon media technique can be applied at SMAN 5 Banda Aceh, to develop and improve students' speaking skills, as well as to increase their motivation. Therefore, the powtoon media technique in PjBL learning can be used to increase student activity in class. In addition, this technique is an alternative way for teachers, because this technique can help teachers make the teaching and learning process in teaching speaking more interesting.

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