DEVELOPING TEACHING MEDIA *POWTOON* FOR WRITING DESCRIPTIVE TEXT AT GRADE 8 STUDENTS OF SMPN 6 PERCUT SEI TUAN

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ABSTRACT

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The objective of this study is to develop PowToon as media for teaching the 8 students in writing descriptive text at SMPN 6 Percut Sei Tuan. This study used the qualitative descriptive method. 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 87%. It was categorized "Excellent" since that the developed to teaching media PowToon for writing skills were suitable for the 8 grade students of SMPN 6 Percut Sei Tuan.

Keywords: *Research and Development (R&D), Teaching Media PowToon, Scientific Approach, Writing Descriptive Text, Junior High School.*

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I. INTRODUCTION

A. Background of the Study

Nowadays, Indonesia is implementing a curriculum in 2013. If we take a look at the K13, the charges range from competencies, the status of subject matter, and approaches taken in the teaching-learning processes to assessment activities. Based on the K13, the students were expected to be able to write simple paragraphs of recount, narration, and description. It said that students have to be able to write various types of text genres, one of them is descriptive text. Descriptive text is a text in which a writer tries to picture what he/she is describing. The description is used to describe a particular thing/object, place, or person.

In learning descriptive text, students may have difficulties in learning it. Students may be confused about what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. Since the teaching media can't motivate or inspire the student to write. Based on Brown's stated teaching is the activity to help or show someone learning how to do something, give instructions, guide in the study something, provide with knowledge, understand knowledge and give knowledge. Then, teaching writing is about guiding the students to produce whole pieces of communication, ideas, and arguments for a particular reader or a group of readers. In this case, teaching writing can be defined as the teaching activity using media.

Teaching media is a solution to support learning activities. Therefore it will not cause saturation, and learning media can make it as creative and innovative as possible that students are more interested in learning. Learning media by using video are widely used as learning media and as a tool in delivering teaching materials. The advantages of the video for learning media include attracting the attention of students even though it is limited in duration and lacks learning videos, including one-way. However, the teaching process of using learning videos is quite impressive.

Based on the researcher's observation most of the students in grade 8 at SMPN 6 Percut Sei Tuan, the students found difficulties in writing descriptive text. Most students were unable to complete writing descriptive text successfully and the students' attitude and skills in writing are likely to become more and more negative and low. Students were not confident to use their English language because they did not have good grammar and enough vocabulary. Another fact that the researcher found by giving the students a simple questionnaire, unexpectedly the students weren't interested in English either.

Due to the fact, the media is one of the main factors that can influence the effectiveness of teaching and learning activities. Chapelle (2003 in Priajana, 2011) review some theories and studies about the use of technology on instructed second language learning. He stated that technology has implications and might most effectively be used in language

teaching, especially the English language. According to Rosenberg, by the development of media use, there are five shifts in the learning process, namely (1) from training to appearance, (2) from class to where and at any time, (3) from paper to "online" or channels, (4) physical facilities to network facilities, (5) from cycle time to real-time.

Media commonly used in the learning process is in the form of sound media (audio) and text or images (visual). The current technological development allows the media used in the learning process to be video. According to Asyhar (2012), video media can display elements of images (visual) and sound (audio) simultaneously when communicating messages or information. Video media can be used in small/individual or large-scale/group learning.

Fimbriani (2016) implemented the use of PowToon in the classroom by using various slides and videos followed by questions to check if the students understood the presentation used by PowToon. The aim was to make the students more interested in writing and more active in the classroom. The results showed that the implementation of PowToon improved the students' engagement, writing skills, and attitude toward the teaching and learning process.

Based on the background above, this study deals with developing PowToon as a teaching medium in writing descriptive text. In this research, the researcher uses PowToon which is included as the audiovisual as the

media and treatment to improve the students writing skills. Through using PowToon, the students can learn the concepts of writing which are presented by cartoon animation. On the other hand, PowToon is new media that has rarely been used in previous research. The lack of students' understanding of differences of each text type and the students' low motivation in writing which is caused by monotonous media can cause the low students writing proficiency.

II. REVIEW OF LITERATURE

A. Theoretical of framework

1. Learning Teaching

Richard in Laoli (2017) states that teaching materials are a key component in most language programs, where they generally serve as the basis of language input and language practice that occurs in the classroom. These may take the form: a) printed materials such as books, workbooks, worksheet, or readers; b) nonprint material such as cassette or audio materials, videos, or computer-based materials; c) materials that comprise both print and nonprint sources such as self-access materials and materials on the internet. Besides, Tomlinson (2013) states materials include anything which can be used to facilitate the learning of a language.

Effective materials in language teaching have the following characteristics: 1) They are based on theoretically sound learning principles, 2) They arouse and maintain the learners' interest and attention, 3) They are

appropriate to the learners' needs and background, 4) They provide examples of how language is used, 5) They provide meaningful activities for learners, 6) They provide opportunities for communicative and authentic language use (Richard in Citra, 2017).

2. Curriculum

In Indonesia, National Curriculum has been arranged in Law No. 20 of 2003. This law is the basis of education in Indonesia. The National Ministry of Education and Culture also has arranged Standard Isi Pendidikan in Law No. 64 of 2006. The Standard Isi is criteria about the scope of the materials to achieve the competence of graduates at a specific level and specific types of education.

3. Nature of Writing

3.1 The Definition of Writing

Similarly, Trisha Phelps-Gunn, etc. (1982) said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It pleasures sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter. From the opinions, writing is the way of thinking or sending a message from the writer to the reader which becomes part of language or language skills, and it also means communication. Based on Raimes's opinion, writing is very useful in our life because we can communicate, express ideas

with a reader. If we have something, feelings, or ideas in our minds, we can use writing to express all of them.

Writing can be said as a language skill used to communicate indirectly, whether people unable face to face each other. Expressing thought in writing is not easy for most people, and it plays an important role in the learning process because writers can explore their knowledge and what they are thinking about to others. The close relationship between writing and thinking makes writing a valuable part of any language course. Sometimes people put writing activity as their hobby. Through writing, they can create something in written form.

According to Kevin (2009: 1), there are ten main criteria of good writing: a clear point, length, back up of point, time, logic, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains. Based on the theory above, the criteria are also important things to be thought of by people to get good writing. So, when the readers read it, they can get a good idea of how the writer feels about what they are writing about, even though no clear evidence is given in the writing itself.

3.2 The Purpose of Writing

According to Cox (1962) in her book that is writing from Process Purpose, she said that the purposes of writing are: a) To

inform, you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information;

b) To amuse, when your purpose in writing is to amuse or entertain, be funny if you can; but carefully examine the humor you plan to use.

4. Descriptive Text

4.1 The Definition of Descriptive Text

Descriptive text is a text which describes a person, place, mood, situation, etc. in words. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well.

Like Diane A. Wilbur (1966) said that descriptive writing is to create a clear picture or impression of a person, place, or object. Descriptive text is a text in which a writer tries to picture what he/she is describing.

4.2 The Purpose of Descriptive Text

Meanwhile, Fred D. White (1986) said that there are several aims of descriptive text:

a. To explain mean that the writer describes to the reader a subject. For example, a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.

b. To persuade means that the writer describes something to make a reader more interested to read it. For example, an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that the accused committed burglary.

c. To demonstrate mean that the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrates the animated quality of nature and how its processes are more complex and beautiful than non-observers can realize.

5. **Teaching Media**

   5.1 Theories of Teaching Media

   Musfiqon (2012) defines learning media as a physical and non - physical tool used by teachers in delivering material to students to be more effective and efficient. Media commonly used in the learning process is in the form of sound media (audio) and text or images (visual). The current technological development allows the media used in the learning process to be video. According to Asyhar (2012), video media can display elements of images (visual) and sound (audio) simultaneously when communicating messages or information. Video media can be used in small/individual or large-scale/group learning.

6. PowToon

PowToon is software for creating exposures that have animated features including handwriting animations, cartoon animations, and more vibrant transition effects, and easy timing (Ashari, 2018). This PowToon application is almost the same as the PowerPoint application that is commonly used to make presentation media. The way it works is by filling in existing slides with presentation material. Then slides containing material are combined with animations and transitions to make it more interesting. The difference is in the existing animated characters. Fimbriani (2016) implemented the use of PowToon in the classroom by using various slides and videos followed by questions to check if the students understood the presentation used by PowToon.

6.1 The Way How to Operate PowToon

First Make sure you have logged into the PowToon site, and on your dashboard select start from scratch click the edit button. For the slide, the title already has a template that you can select and edit later. Just choose whatever you like. Click the add button to add a new slide. To make more advanced customizations, you first activate customize mode in the upper right corner. After that add the image and enter the dialog. And finally, click upload PowToon. Finished, wait for the youtube link to be sent to your email and congratulations. You just managed to make an awesome presentation with PowToon.

The use of PowToon in learning is indeed a new application and not many people know about PowToon media. The application of the PowToon media is not much different from the PowerPoint media to present a teaching material but the PowToon is more interesting because of the many choices of animation. The problem of teachers in schools is actually what kind of media can make students easily accept the material provided by the teacher. PowToon media can make the classroom atmosphere livelier and not bore students because it has many features and animations that make it interesting for students to listen and pay attention to teaching-learning

6.2 The Advantages of PowToon

The PowToon application has several advantages including 1) has animated features such as handwriting, cartoons, and various transition effects, 2) reduce teacher verbalism in delivering material, 3) can motivate the student to learn, 4) can be used in small or large study groups, and 5) Powtoon is very suitable for learning at the elementary school level because it looks attractive so students will not be easily bored.

6.3 The Disadvantages of PowToon

While the disadvantages of the PowToon application include: 1) presentation using the PowToon is less effective when used at the secondary and high education level. This is because the duration of time

is too short so the material delivered is less dense, and 2) The manufacturing process must be connected to the internet and requires a stable internet connection.

III. RESEARCH METHODOLOGY

This research was conducted based on educational research and development (R&D). This model was proposed by Borg & Gall. 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 data obtained from the questionnaire. It was collected and analyzed. These data were needed to evaluate the writing media and assess the students' needs in learning writing especially in descriptive text. 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 questionnaire has multiple-choice about the student need, in terms of their necessities, lacks, and wants. By giving the questionnaire will be help the researcher to develop descriptive text materials which are suitable to the 8 students at SMPN 6 Percut Sei Tuan. From the questionnaire, the researcher got the data about the students' needs of English, the topic of the

text that the students need, the existing materials, the students' difficulties in comprehending text, and also the students' expectations of the text which used in the teaching and learning process.

The developing media were conducted in some steps, they are: (1) Gathering Information and Data, the researcher will primary observation, gathering information and data from students and teachers by using a questionnaire from SMPN 6 Percut Sei Tuan; (2) Analyzing the Data, analyzing the students' needs and existing media based on the result of the questionnaire from students; (3) Designing Media designing writing media based on the students' needs and the effective media to use; (4) Validating by Expert, evaluating and validating the new media to the experts. In this case, the experts are the English teacher of SMPN 6 Percut Sei Tuan and the English lecturer of the State University Medan. To ensure the writing media whether it is deserved to be applied in the class; (5) Revising Media, the writing media will be revised by experts to get the best result based on the critic and suggestions given by the experts; and (6) Final Product, after getting expert's revision, it will be called recommended writing media that became the Final Product.

IV. DISCUSSION

1. Gathering Information and Data

The first step in developing PowToon as media of teaching the 8 students in writing descriptive text at SMPN 6 Percut Sei Tuan was

gathering data. The data in this study was gathered only one instrument, namely: questionnaire. The researcher tried to gather significant information about the students' needs in teaching media.

2. Analyzing the Data

The questionnaire was divided into 2 parts regarding the aspects of problem and the aspects of media need. The first part analysis the aspect of problem contains 8 statements regarding the problems faced in understanding the material, the difficulties encountered, the time spent studying descriptive text material, learning motivation, and enthusiasm for learning descriptive text material:

Table 4.1: The Aspects of Problem

No	Statements	SA	A	D	SD
1	I love English				
2	English Lesson are very important				
3	I am very easy to follow English lesson				
4	Learning English is fun				
5	I love writing learning				
6	Writing learning is fun				
7	Writing lesson using concept sentence are more interesting				
8	I found out descriptive text				

The second part is aspects of media need which contains 7 questions regarding the use of learning media, the use of alternative

teaching materials, the development of learning media, and the

preference for PowToon learning media in the learning process.

Table 4.2: The Aspects of Media Need

No	Questions	Yes Expression	No Expression
9.	Do you like learning using on PowToon Media?		
10.	Do you more still motivated to learning on PowToon Media?		
11.	What PowToon Media can help you to understand descriptive text well?		
12.	Do you have difficulty understanding descriptive text material using on PowToon media?		
13.	Do you looking for other materials besides a book from the school to help you to understand descriptive text material?		
14.	Do you need other teaching materials that can be used to learn descriptive text material more easily and more interestingly?		
15.	Do you agree that learning media such as PowToon needs to be developed again to support learning activities?		

a. The Aspects of Problem

This research was developed learning media based on PowToon

videos. Therefore, the statement on the problem aspect consists of

indicators regarding (1) the problem of student learning difficulties, (2)

student learning motivation, (3) and the problem of time availability.

The total number of respondents in this study was 26 students of class

8 SMPN 6 Percut Sei Tuan. The following is the opinion of the

respondent regarding statements 1 to 8 on the aspect of the problem

need.

No	Statements	Students	SA	A	%	D	SD	%
1.	I like English lesson	26	18	7	96.1 %	1	0	3.8%
2.	English lessons are very important	26	23	3	100 %	0	0	0
3.	I am a very easy-to-follow English lesson	26	4	17	80.8%	5	0	19.2%
4.	Learning English is fun	26	16	10	100 %	0	0	0
5.	I love writing in learning	26	2	20	84.6 %	3	1	15.3 %
6.	Writing learning is fun	26	2	13	57.7 %	10	1	42.3 %
7.	Writing lesson using concept sentences is more interesting.	26	8	17	96.2 %	0	1	3.8 %
8.	I found the descriptive text	26	9	16	96.3 %	0	1	3.8 %

1. The first statement *I like English lessons*. Based on the table

   classification, it was known that 26 students (18 students

   strongly agree, 7 students agree, and 1 student disagree) stated

   that the students like English lessons become 96.1% of

students fall into the very high category. While there is 1 student who chose to disagree with a percentage of 3.8%.

2. The second statement _English lessons are very important_. Based on the table classification, it was known that 26 students (23 students strongly agree, and 3 students agree) stated that English lessons are very important for the students become 100% of students fall into the very high category.

3. The third statement _I am a very easy-to-follow English lesson_. Based on the table classification, it was known that 26 students (4 students strongly agree, 17 students agree, and 5 students disagree) stated that the students are very easy to follow English lessons. become 80.8% of students in the very high category. While 5 students chose to disagree with a percentage of 19.2%.

4. The fourth statement _Learning English is fun_. Based on the table classification, it was known that 26 students (16 students strongly agree, and 10 students agree) stated that learning English is fun for the become 100% of students fall into the very high category.

5. The fifth statement _I love writing in learning_. Based on the table classification, it was known that 26 students (2 students strongly agree, 20 students agree, 3 students disagree, and 1 student strongly disagree) stated that the students love writing in learning become 84.6% of

students fall into the very high category. While 3 students chose to disagree with a percentage of 11.5% and 1 student chose to strongly disagree with a percentage of 3.8%.

6. The sixth statement *writing learning is fun*. Based on the table classification, it was known that 26 students (2 students strongly agree, 13 students agree, 10 students disagree, and 1 student strongly disagree) stated that writing learning is fun for the students become 57.7% of students fall into the very high category. While there are 10 students who chose to disagree with a percentage of 38.5% and 1 student who chose to strongly disagree with a percentage of 3.8%.

7. The seventh statement *writing lesson using concept sentences is more interesting*. Based on the table classification, it was known that 26 students (8 students strongly agree, 17 students agree, and 1 student strongly disagree) stated that writing lessons using concept sentences are more interesting for the students become 96.2% of students fall into the very high category. While there is 1 student who chose to strongly disagree with a percentage of 3.8%.

8. In the eighth statement *I found the descriptive text.* Based on the table classification, it was known that 26 students (9 students strongly agree, 16 students agree, and 1 student disagree) stated that the students are found out the descriptive

text become 96.3% of students fall into the very high category. While there is 1 student who chose to disagree with a percentage of 3.8%

b. The Aspects of Media Need

This research was developed learning media based on PowToon videos. Therefore, the statement on the aspects of need consists of one indicator, namely the need for learning media. The total number of respondents in this study was 26 students of class 8 SMPN 6 Percut Sei Tuan. The following is the opinion of respondents regarding the nine questions in the aspect of media needs.

Table 4.5: Analysis Media Need

No	Questions	Students	Yes Expression	No Expression	%
9.	Do you like learning using on PowToon Media?	26	25	1	96.2 %
10.	Do you more still motivated to learning on PowToon Media?	26	16	10	61.5 %
11.	What PowToon Media can help you to understand descriptive text well?	26	25	1	96.2 %
12.	Do you have difficulty understanding descriptive text material using on PowToon media?	26	12	14	53 %
13.	Do you looking for other	26	19	7	73.1 %

No.	Question			
	materials besides a book from the school to help you to understand descriptive text material?				
14.	Do you need other teaching materials that can be used to learn descriptive text material more easily and more interestingly?	26	26	0	100 %
15.	Do you agree that learning media such as PowToon needs to be developed again to support learning activities?	26	25	1	96.2%

9. The ninth question *Do you like learning using on PowToon Media?* Based on the table classification, it was known that 26 students (25 students were said yes expression, and 1 student was said no expression) stated that 96.2% the students like to learning using on PowToon Media.

10. The tenth question *Do you more still motivated to learning on PowToon media?* Based on the table classification, it was known that 26 students (16 students were said yes expression, and 10 students were said no expression) stated

that 61.5% of the students can be increasingly motivated learning on PowToon media.

11. The eleventh question *What PowToon media can help the students to understand descriptive text material well*? Based on the table classification, it was known that 26 students (25 students were said yes expression, and 1 student was said no expression) stated that 96.2% PowToon media can help the students to understand descriptive text material well.

12. The twelfth question *Do you have difficulty understanding descriptive text material using on PowToon media?* Based on the table classification, it was known that 26 students (12 students were said yes expression, and 14 students were said no expression) stated that 53% of the students have not difficulty understanding descriptive text material using on PowToon media.

13. The thirteenth question *Do you looking for other materials besides a book from the school to help you to understand descriptive text material?* Based on the table classification, it was known that 26 students (19 students were said yes expression, and 7 students were said no expression) stated that 73.1% the students were looking for other materials besides a book from the school to help you to understand descriptive text material.

14. The fourteenth question *Do you need other teaching materials that can be used to learn descriptive text material more easily and more interestingly?* Based on the table classification, it was known that 26 students (26 students were said yes expression, and no one student was said no expression) stated that 100% of the students were needed other teaching materials that can be used to learn descriptive text material more easily and more interestingly.

15. The fifteenth question *Do you agree that learning media such as PowToon needs to be developed again to support learning activities?* Based on the table classification, it was known that 26 students (25 students were said yes expression, and 1 student was said no expression) stated that 96.2% the students were agreed that learning media such as PowToon needs to be developed again to support learning activities.

3. Designing Media

At this stage, production begins with the guidance of ready-made learning video media scenarios. The creation begins by selecting an animated cartoon character according to the characters in the story on the left of the PowToon template. Properties and background settings were adjusted to the learning material. After the characters, properties, and background were selected, the next step is to animate the image according to the scenario and learning materials.

The finished animated video pieces are then enhanced and combined with interesting material and background. At this stage, editing and correction of the animated video were also carried out so that it becomes a complete learning animation video and in accordance with the learning material.

4. Validating By Expert

After the product was successfully developed, the next step is to conduct a media feasibility test by means of product validation. Product validation is carried out after the initial product manufacture. There are two kinds of validation, namely media expert validation and material expert validation.

No	Item Assessed	Validation (Percentages)	Criteria
1.	Linguistic Dimension	88%	Very Eligible
2.	Process	81%	Very Eligible
3.	Product Dimensions and Contents	90%	Very Eligible
4.	Lay Out Dimensions	92%	Very Eligible
	Overall Assessment	87%	Very Eligible

The table above shows the average score of the validation from the validators (lecturer and teacher). They validated the media based on the four aspects. The media that was validated gained an 87% score, thus

the assessment was very eligible. In general, based on the validation score given by the validators, the media was appropriated to be used by the 26 students of SMPN 6 Percut Sei Tuan.

5. **Revising Media**

The revise includes improvements to aspects that are still considered ineffective, including improvements to the scientific approach and video preview design. Products were tested by media experts so that a researcher knows whether there are deficiencies in terms of media, appearance, quality, and product results. It was intended that the application of the media is easily understood by students and can attract students' interest. Media experts provide suggestions and comments to a researcher to revise in the form of a scientific approach which still was not optimal.

6. **Final Product**

The resulting product was made based on the results of the validation as well as comments and suggestions for improvement from the validator lecturer. Validation from expert lecturers and student assessments were benchmarks for the feasibility of learning media products developed by a researcher. The components analyzed to determine the feasibility level were the material/content component, the presentation component, the contextual component, and the display component. a researcher revises the initial product based on comments and suggestions after validating to produce a final product that is more suitable for use in the learning process. The final product was produced in the form of conventional learning media with 1

video of media. One kind of learning media is a video-based on PowToon for descriptive text material.

The research of Research and Development (R&D) by Borg and Gall is the product that developed for this research is to develop PowToon as media of teaching the 8 students in writing descriptive text at SMPN 6 Percut Sei Tuan. 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.

V.   CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research's findings, it is obtained some conclusions as follows:
As described in the research findings and discussion section, there were important points about How PowToon is developed as the teaching media to teach descriptive text for eight grade students. This research was conducted using qualitative research. The purpose of this research is to develop PowToon as media for teaching the 8 grade students in writing descriptive text at SMPN 6 Percut Sei Tuan. The result is the video found that is one video as a media of teaching English. The content includes are about the text, images, and back sound. The results of the development of PowToon video are PowToon video worthy of being used as a learning media because it is following several criteria of good media.

B. Suggestions

There are some suggestions from the researcher as stated below:

1. Teacher: Based on the result of this study, PowToon video can be a tool for classroom learning activities especially in writing skills. In this study, the researcher took videos that were following the basic competencies for writing skills. The teacher can download PowToon videos from YouTube or create their own from the PowToon software application. First, taking PowToon videos from YouTube must also look at the criteria of good media, so that what is shown to students is following the objectives and learning material. The criteria were used to select videos that can be used as learning media is to look at the opening, content, and material contained in the video. Second, teachers can make their PowToon videos. The teacher can enter the material following what will be taught in the class, as well as help students in subjects that they consider difficult, choosing animation according to the theme of the material.

2. Students: PowToon videos are media that can attract students' creativity and imagination because of interesting animations. PowToon videos can increase students' learning motivation, so students get ideas to create learning products as well as writing skills students can make a text. In learning activities, students can play PowToon videos from

YouTube freely and repeatedly not only in class but also outside the classroom or at home.

C. Further Researcher: ho are interested in the same media that is PowToon video animation. This study was focused on video of PowToon, further researcher may also need to investigate PowToon media related to teaching-learning strategy.

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