

**THE INFLUENCE OF USING POWTOON APPLICATION  
TOWARD STUDENTS' LISTENING COMPREHENSION  
AT THE FIRST SEMESTER OF THE EIGHTH GRADE  
OF MTSN 1 LAMPUNG BARAT.**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for S1-degree

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## ABSTRACT

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The objective of this research was to know whether there was significant influence of using Powtoon Application towards students listening comprehension on recount text. Listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different type of linguistic knowledge, details of the content, and general word knowledge and listener use whether information they have available, or whatever information seems relevant to help them to interpret what the speaker is saying.

The research methodology of this research was quasi experimental design. In this research, the population was the eighth grade of MTs N 1 Lampung Barat which consisted of 256 students in 8 classes. The sample of this research were two classes which consisted of 60 students for experimental and control class. In the experimental class, this research used Powtoon Application, and in the control class used Students' Worksheet with audio. In collecting the data, this research used instrument in the form of multiple choice which consisted of 20 questions. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, this research analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = .000$  and  $\alpha = 0.05$ . It means  $H_a$  was accepted because  $Sig. < \alpha = .000 < 0.05$ . Therefore, there is a significant Influence of Using Powtoon Application towards Students' Listening Comprehension in Recount Text at First Semester of The Eighth Grade of MTs N 1 Lampung Barat in Academic Year 2022/2023.

**Keywords:** Recount Text, Powtoon Application, Listening Comprehension.

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Aplikasi Powtoon terhadap pemahaman mendengarkan siswa pada teks recount. Pemahaman mendengarkan adalah hasil dari interaksi antara sejumlah sumber informasi, yang meliputi input akustik, jenis pengetahuan linguistik yang berbeda, detail konten, dan pengetahuan kata umum dan penggunaan pendengar apakah informasi yang mereka miliki tersedia, atau informasi apa pun yang tampaknya relevan untuk membantu mereka menafsirkan apa yang dikatakan pembicara.

Metodologi penelitian dalam penelitian ini adalah quasi eksperimen design. Populasi dalam penelitian ini adalah siswa kelas VIII MTs N 1 Lampung Barat yang terdiri dari 256 siswa dalam 8 kelas. Sampel penelitian ini adalah dua kelas yang terdiri dari 60 siswa untuk kelas eksperimen dan kelas kontrol. Pada kelas eksperimen penelitian ini menggunakan Aplikasi Powtoon, dan pada kelas kontrol menggunakan Lembar Kerja Siswa dengan audio. Dalam pengumpulan data, penelitian ini menggunakan instrumen berupa pilihan ganda yang terdiri dari 20 soal. Instrumen diberikan dalam pre-test dan post-test. Sebelum memberikan perlakuan, peneliti memberikan pre-test untuk kedua kelas. Kemudian, setelah melakukan perlakuan, instrumen diberikan dalam post-test. Setelah diberikan pre-test dan post-test, penelitian ini menganalisis data dengan menggunakan SPSS untuk menghitung independent sample t-test.

Dari analisis data yang dihitung dengan menggunakan SPSS diperoleh Sig. = 0,000 dan  $\alpha = 0,05$ . Artinya  $H_0$  diterima karena Sig.  $< \alpha = 0,000 < 0,05$ . Oleh karena itu, terdapat pengaruh yang signifikan Penggunaan Aplikasi Powtoon terhadap Pemahaman Mendengarkan Siswa dalam Teks Recount Semester Pertama Kelas VIII MTs N 1 Lampung Barat Tahun Pelajaran 2022/2023.

**Keywords:** Recount Text, Powtoon Application, Listening Comprehension.

## FREE PLAGIARISM LETTER

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I declare officially confirm that the thesis, " The Influence of Using Powtoon Application towards Students' Listening Comprehension at First Semester of The Eighth Grade of MTs N 1 Lampung Barat." is completely my own individual research. I am quite aware of the fact that I have considered statements and theories from various source and fully acknowledged in this thesis.

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## MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

*“So, when the Qur'an is recited, listen to it, and be silent that you may receive mercy”*

“Dan apabila dibacakan Al Quran, maka dengarkanlah baik-baik, dan perhatikanlah dengan tenang agar kamu mendapat rahmat.”  
(QS. Al-A'raf:204).1



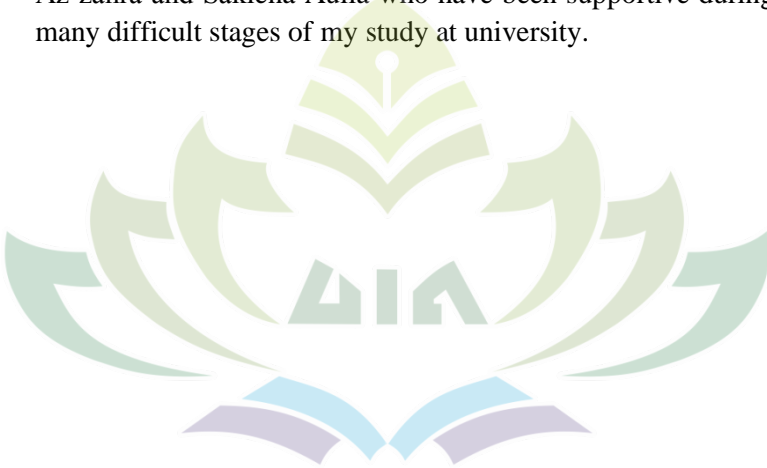
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<sup>1</sup>Al-Hilali, Muhammad Taqi-ud, et al, *Translation of the meanings of The Noble Qur'an in the English Language*, p. 204. <https://www.holybooks.com/wp-content/uploads/2010/05/english-quranalhilali-khan.pdf>

## DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Mr.Yuliarwan and Ms. Sri Ekowati always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis, I love them so much.
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## CURRICULUM VITAE

Devhia Suci Ardhana was born on December 31st, 1999 in Liwa. She is famously called by her friends, Devhia. Devhia is the first daughter of Mr. Yuliarwan and Ms. Sri Ekowati. She has three siblings namely Fariz Arya Ramadhan, Nadia Az'zahra and Sakiena Aulia.

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*Assalamualaikum Warahmatullohi Wabarakatuh*

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This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.



Bandar Lampung  
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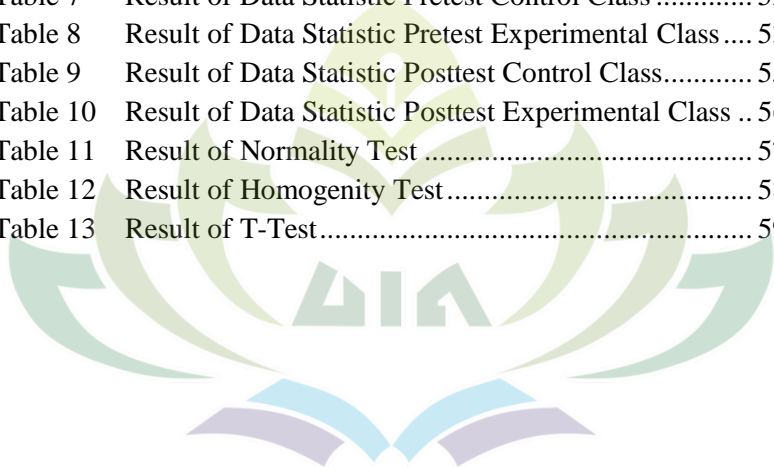
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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

In this study, the author will examine the Influence of using the POWTOON Application on students' listening comprehension, focusing on listening comprehension according to the English material at school. Especially high school students. The focus of this research is the students of class VIII MTsN 1 Lampung Barat. As an initial stage to understand this thesis proposal and to avoid misunderstandings in the interpretation of the title. Therefore, the writer needs to explain and emphasize some words related to the title of the thesis. The title of the thesis in question is **THE INFLUENCE OF USING POWTOON APPLICATION TOWARD STUDENTS' LISTENING COMPREHENSION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTSN 1 LAMPUNG BARAT**. The following is an explanation of the meaning of the terms contained in the title of the proposal:

#### 1. The Influence

Influence is a power or strength that can arise from something that can affect the surrounding environment or a person's character. According to the Cambridge dictionary, influence is influencing or changing the way someone or something develops, behaves, or thinks. In this case, the influence is more likely to be something that can bring changes to students in a more positive direction. So in this study, what is meant by influence is something in the form of strength that can affect students' listening comprehension abilities, from the POWTOON Application as a learning media.

#### 2. PowtoonApplication

Powtoon is known as a software that provides the animation video and sound. Therefore, the internet connection is really needed in using powtoon because it is online software. The free



icon, sound, and animation of powtoon are interesting, but this software also serves a paid menu to get more interesting icons, animations, and sounds. application software is one of the most used tools as it is one of the presentation applications that promotes a high level of engagement for the user community. Powtoon allows users to create animated presentations which are rather short. Besides that, users can apply various interesting techniques such as adding in rhyme, repetition, catchy music and relatable characters into their videos.

### 3. Listening Comprehension

Listening comprehension is a relative passive activity. The listener must discriminate between sounds, understand vocabulary and grammatical structures in Listening comprehension, interpret stress and intonation, retain what was gathered in all of the above, and interpret it immediately within the social-cultural context of the utterance. Listening comprehension is one of the skills that students must acquire especially in English education programs. The students was able to understand native speakers more easily and also can capture information. They communicate well through good listening. According to Brown and Yule, listening comprehension means that a person understands what she or he has heard.

### 4. Recount Text

Recount text is one of the various texts taught in the junior high schools which retells past events and have the purpose of providing information and entertaining.

## B. Background of the Problem

Language is used for communication.<sup>1</sup> Language is used to express ideas in life and also it is used to deliver messages or ideas from the speaker to the listener in interaction among themselves or with their environment. By language, it is easier to

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching (5th ed)* (London:Longman, 2006), p. 17.

get much information from everywhere, and then they have a chance to express the idea into language. They communicate and interact with each other in daily activities. Without language, it is impossible for people or everyone to interact with each other in daily life or in learning something and also human activities could not run well without language. Listening is a process in which the listener takes information from the speaker. According To Burley-Allen, "Listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic, acknowledging the talker in a way that invites the communication to continue; providing limited, but encouraging, input to the talker's response, carrying the personal's idea one step forward"<sup>2</sup>. We take nearly half of our communication to listen. This skill has a larger position than other skills. Listening is an active part that is very important because it is the main point of communication. John said counselors and other experts on interpersonal communication tell us that listening is the skill that can make or break a relationship"<sup>3</sup>. As humans we have a relationship with each other. It is the one way to get massages and give responses or get the information then we can produce information. Without listening, we cannot communicate.

According to Hamouda in Seyedeh journal, listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.<sup>4</sup> It means that listening comprehension is not just hearing but understanding what the speaker said or understanding the whole of utterance to develop communicative competence. It is the ability to understand spoken English and be a good listener.

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<sup>2</sup>Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide (2nd ed)* (New York: John Wiley & Sons, Inc., 1995), p.3.

<sup>3</sup>John A. Kline, *Listening Effectively (1st ed)* (Air University Press: Department of Defense School Environment, 1996), p.4

<sup>4</sup>Seyedeh Masoumeh Ahmadi, *The Importance of Listening Comprehension in Language Learning (Vol.1, No.1)* (University of Guilan: International Journal of Research in English Education, 2016), p.8.

When researcher did preliminary research in MTsN 1 Lampung Barat on February 28 2022, the researcher got some data taken from the English teacher especially in listening at the eighthgrades by interviewing Mr Carli, he said the ideal condition in teaching and learning listening is based on the facilities and media. Speaker, headset and LCD are the facilities that must exist in listening class. In the listening class the teacher needs some facilities to make the process of teaching-learning effective, they are speaker, headset, and LCD. Without these facilities the process was unconditional. There are some problems in teaching listening. Mr Carli said that the problems in teaching listening are lacking in the teaching materials or media. Teacher didn't have much media to teach listening that relates to the materials in the class. Sometimes the teacher didn't find the audio that relates to the materials that will teach because the teacher does not have a hand book in teaching listening. Students have some problems when they learn to listen. Students in eighth grades of MTsN 1 Lampung Barat said that they are finding it difficult to get information from audio recordings of listening activities. Most of them lack vocabulary, they are not familiar with the words and there are some words that are hard to understand. It is hard to understand the pronunciation of the word, difficult to differentiate the similar pronunciation, and they cannot catch the word because it is pronounced too fast. Missing subjects because they are not really focused because classes are noisy.

The researcher conducted a preliminary research by collecting the data and asking the students' listening comprehension to the English teacher, especially to the listening English teacher to know the students' listening score. The results are following:

**Table 1**

**The English Score at the Eighth Grade of in MTsN 1 Lampung Barat in the Academic Year of 2021/2022**

No	Class	Students' Score		Number of Students
		$\geq 75$	$\leq 75$	
1.	VIII A	13	17	30
2.	VIII B	12	18	30
3.	VIII C	17	17	34
4.	VIII D	14	19	33
5.	VIII E	13	18	31
6.	VIII F	14	18	32
7.	VIII G	15	19	34
8.	VIII H	12	20	32
<b>Total</b>		<b>110</b>	<b>146</b>	<b>256</b>
<b>Percentage</b>		<b>42.96%</b>	<b>57.04%</b>	<b>100%</b>

**Source: Data of MTs N 1 Lampung Barat**

Based on the data above, it can be seen that 57.04% of the students got scores under 75. It means that the students' comprehension is still low and there are 146 of 256 who did not pass the standard minimum mastery score in the school and also it can be seen that 42.96% of students got scores over 75 and there are 110 students of 256 who pass the standard minimum mastery score. Because the standard minimum mastery English score is 75, there are 146 students of eighth grade of MTsN 1 Lampung Barat who still have problems in listening. From the data of preliminary research, the researcher found some problems and difficulties in teaching learning listening. To make students understand the lesson easily, the teacher can use many media. There are many kinds of media that can be used in teaching listening comprehension.

One of the media that can support the teachers in teaching is powtoon. Powtoon is known as software that provides the animation video and sound. Therefore, the internet connection is really needed in using powtoon because it is online software. The free icon, sound, and animation of powtoon are interesting, but this software also serves a paid menu to get more interesting icons, animations, and sounds. The result of the created animation video from powtoon can be directly uploaded into youtube, so it will be easy for students to watch and download from youtube. Powtoon is a tool whose operation is similar to powerpoint, impress, or even prezi. It uses slides to which text and images can be added to, but it also allows animation and the incorporation of sound or music, available in the same application or through an external source. These online visual presentations are a fast and eye-catching way to deliver information to diverse audiences within a very short time period. In terms of powtoon software that provides a lot of animation tools, text choice, clip art, and sound. Everyone can create the animation video through this software with ease. Visual learning will be made easily by powtoon software. Therefore, this software is easy to use and free. Of course, powtoon becomes favorite software to support the teachers in teaching listening. One of the advantages of powtoon is that it is quite easy to use and does not require special skills because the steps taken are no different from playing ordinary videos on a computer/laptop, vcd or dvd player in general. In addition, many interesting and funny animation options are already in the powtoon application so that users no longer need to create animations. The final result of powtoon in the form of an animated video is interactive enough so that it can attract students' interest to pay attention to the show.

Therefore, the researcher proposes powtoon applications as a media that can be used in teaching listening comprehension. Thus, for the reason above, the researcher will conduct this research with the title "The Influence of Using Powtoon Application Toward Students' Listening Comprehension at The First Semester



of The Eighth Grade of MTsN 1 Lampung Barat In The Academic Year 2022/2023.”.

### **C. Problem Identification and Limitation**

Based on the background of the problems that have been described and the results of the pre- research, the researcher identified the problems in the research as follows:

1. Students feel it is difficult to get information from audio of listening activities.
2. Lack of students motivation in learning, especially in listening comprehension.
3. Most of students lack vocabulary, they are not familiar with the words and there are some words that are hard to understand.

There are many limitations of the author in doing this research, including limited time, situations and conditions, and abilities, as well as theories in research, therefore researcher limit problems in research. Based on research identification, researcher focus on using the POWTOON Application to identify The Influence of Using Powtoon Application Toward Students’ Listening Comprehension at The First Semester of The Eighth Grade of MTsN 1 Lampung Barat In The Academic Year 2022/2023..

### **D. Formulation of the Problem**

Based on identification about the problem and limitations of the problem above, the researcher formulated the problem as follows: Is there any significant Influence of Using Powtoon Application Toward Students’ Listening Comprehension at The First Semester of The Eighth Grade of MTsN 1 Lampung Barat In The Academic Year 2022/2023.?

### **E. Objective of the Research**

Based on formulation of the problem, the objective of the research is to know whether there is significant Influence of Using Powtoon Application Toward Students' Listening Comprehension at The First Semester of The Eighth Grade of MTsN 1 Lampung Barat In The Academic Year 2022/2023.

### **F. Significance of the Research**

This research is expected to give theoretical and practical benefits as follow:

#### **1. Theoretical benefits.**

The result of this research is expected to be a reference for English teachers to teach learners by applying POWTOON Application as a medium. Thus, the learners can improve their Listening Comprehension.

#### **2. Practical benefits.**

This research is expected to give some benefits for Learners, English teachers, and researcher.

##### **a. For the students.**

This research can help students' interest in studying English especially in Listening Comprehension by using POWTOON Application as a media.

##### **b. For the English teacher.**

The POWTOON Application as a supporting media can be used by teachers to teach English, especially in Listening Comprehension, and help raise students' Listening Comprehension levels.

##### **c. For the school**

The result of this study will encourage the school to observe English, in particular, to teach English.

d. For the researcher

This research can add experience for the researcher to teach English students in the future, so the learning process will be better.

## G. Relevant Research

The researcher in conducting the research refers to several relevant studies that have been researched and conducted previously to the research POWTOON Application and Listening Comprehension. Some of the results of these studies are as follows:

1. This first research was conducted by wirdatas sakinah (2021), a student from uin suska riau, indonesia. Her study was entitled “the effect of using powtoon application on student’s listening comprehension in narrative text at eleventh grade of ma nurul iman rokan hulu”. The result of this study the effect of using powtoon application on students listening comprehension at eleven grades of ma nurul iman can be conclude, yes there is significant effect of using powtoon application on students listening comprehension on narrative text, based on the data presentation and data analysis on students’ listening comprehension before using powtoon application was 79,63 score, and after using powtoon application had improvement with 90,96 score. The effect size of powtoon application based learning in listening comprehension on narrative text amounts to a large effect with a score of 88%.
2. The second research was conducted by asni syafitri (2018), a student from universities sebelas maret, indonesia. She researched about “an application of powtoon as a digital medium: enhancing students’ pronunciation in speaking”. In her research, she found that the powtoon has a beneficial influence on the students’ pronunciation achievement and students’ learning motivation. The result of the pretest, post-

test 1, and post-test 2 shows that there is improvement on the students' pronunciation. During the implementation of song and video using powtoon, the students show their high learning motivation. It was seen from the students' activeness, desire, interest, and attitude.

3. The third research was conducted by noer ismail (2018), a student from lebanese university, lebanon. He researched ``the effect of using powtoon on learning english foreign languages'' '. In this research he and the researcher also use the powtoon application as a tool in english learning research. He focuses on english a foreign language and the researcher focuses on students listening comprehension. In his research, he found that the powtoon had positive results on the learners' level of engagement, comprehension and language acquisition.
4. Semaan (2018) conducted research entitled "the effect of using powtoon on learning english as a foreign language". The purpose of this research was to investigate the effectiveness of using powtoon in the efl classroom. The selected sample was nine candidates based on students' achievement levels in english, such as three high-achievers, four average students, and two low-achievers. The research was using students' interviews, teacher's post-interview, and students' observation as instruments. Based on the result, there were positive impacts of using powtoon for students, such as improving students' engagement, language acquisition, new experience, and better comprehension. Also, the implementation of powtoon built the students' enthusiasm in the learning process through collaboration. Therefore, the teacher showed their interest in using powtoon in the learning process.
5. The last conducted by muhammad basri and sumargono from department of history education, universitas lampung, bandar lampung, indonesia with the title "the effect of using the powtoon application on student learning motivation" this research employed a comparison method, with a total of 84

participants taking part in the present study. They were students of the eleventh grade of a stateislamic high school located in a rural area in central lampung, lampung province, indonesia. Theymajored in social studies and were divided into two groups: 41 students in the control group and 43 in theexperimental. The collected data were then analyzed using an independent samples t-test. The resultsshow that the use of the powtoon application could increase students' learning motivation where themean value increased significantly from 62.69 to 72.31, and the increase in motivation of the experimentalgroup was higher than the control group. Thus, the powtoon application can boost student learning motivation and be used as a useful learning tool inthe online learning process. The implications of the findings and limitations of the present study are alsodiscussed.

From some relevant studies above, it can be concluded that the research gap in this study is how come the students learn with media Powtoon to understand the material about listening comprehension which is more focused on the syllabus in learning recount text especially in recount text personal.

## **H. Systematics of the Research**

Systematic discussion is a series of discussions that are contained in research, where one chapter to another is interconnected and cannot be separated. To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Chapter I, contains the presentation of the data behind this research which is carried out related to the effect of the Powtoon Application on students' Listening Comprehension. This chapter contains confirmation of the title, the background of the problem, problem identification, problem formulation, problem objectives,



research benefits, relevant previous research studies, and systematic discussion.

Chapter II, contains previous literature and theoretical frameworks that are relevant and related to the Powtoon Application and students' Listening Comprehension. This chapter contains the theory used, the framework of thinking, and the submission of hypotheses.

Chapter III, in detail, describes the research methods used in the study and their relationship, types of research, time and place of research, population, sample, and data collection, research instruments, technical data analysis, and hypothesis testing.

Chapter IV, contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.

Chapter V, contains conclusions, suggestions, or recommendations. Conclusions briefly present all the research findings to do with the research problem, and suggestions are formulated based on the results of the study.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theories

##### 1. Listening Comprehension

###### a. Definition of Listening

In the process of language learning, there are four basic skills that must be mastered they are listening, speaking, reading, and writing.<sup>5</sup> Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening has been described as the basic, most crucial skill in language learning.<sup>6</sup> It means that learn listening is important, because no matter how good and careful the speaker gives their thoughts and ideas in a clear and friendly ways, if the listener do not understand the receiving information, the communication will be misunderstood and failed. Like any other skill listening is also achieved through study and practice. In view of language learning, listening is the way of learning the language.<sup>7</sup> It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Just like babies when they cannot speak, read, or write all they can do is listen. From listening they learn a language.

There are many people who are good speakers but bad listeners and that will make the communication fail. Listening is learning as habit which the students have to know and understanding the meaning. According to Machado, Listening

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<sup>5</sup> Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.215.

<sup>6</sup> Joseph Siegel, *Exploring Listening Strategy Instruction through Action Research* (London: Palgrave Macmillan, 2015), p. 23.

<sup>7</sup> I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 38.

is a learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering.<sup>8</sup> It means that the students should be able to understand the context of the listening, and also the students can retell what the speaker is saying. Students with good listening will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers. According to Vandergrift, Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.<sup>9</sup> It can be said that listening is involving the construction; retention and reaction to the information get from a listening material. In listening, students should process the received sounds in order to understand the speaker's information. It means that listening is the activity of paying attention to and trying to get meaning from what the students hear. Not only knowing the information but also responding the information that is given so the communication could continue. This statement is supported by Sarıçoban in Sevik, he says that listening is the ability to identify and understanding what others are saying.

Listening goes through a process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination.<sup>10</sup> The definition above tells us that listening is also giving response about what the students hear. Students can give response if they know the speakers tell about. If the students do not know what is

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<sup>8</sup>Jeanne M. Machado, *Early Childhood Experiences in Language Arts: Early Literacy (10th ed)* (California: Wadsworth Cengage Learning, 2012), p.223.

<sup>9</sup>Lary Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening* (New York: Roudledge Taylor and Francis, 2012), p.3.

<sup>10</sup>Michael Rost, *Teaching and Researcher Listening (2nd ed)* (Harlow: Pearson Education Limited, 2011), p. 2-4.

listened then they cannot respond. So in listening students have to understand and get the main idea of what is listened. Based on those theories above, listening is the ability of taking information not only just hearing but also knowing, understanding and giving responses to the talker in the way that invites the communication to continue. Students can say that they listen if they can understand and give response to the talker.

## **b. Type of Listening**

According to Brown, there are four types of listening as follows:

### **1) Extensive Listening**

Listening to develop a top down, global understanding of spoken language. Extensive ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for main idea, and making inferences are all parts of extensive listening.

### **2) Responsive Listening**

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

### **3) Intensive Listening**

Listening for perception of the components (phonemes, words, intonation, discourse, markers, and so on) of a larger stretch language.

### **4) Selective Listening**

Processing stretch of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to comprehend designated information in context of longer stretches of spoken

language (such as classroom direction from a teacher, TV or radio news items, or stories). Assignment tasks in selective listening could ask students, for example, to listen for name, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.<sup>11</sup>

### c. Listening Process

#### 1) Bottom-up Process

According to Vandergrift, bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message.<sup>12</sup> That statement is supported by Nation and Newton, they said that, bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.<sup>13</sup> It means that the bottom-up process more focus on phonological code in the words. The listeners should pay attention to the gestural and paralinguistic embedding of speech. The students are being able to recognize what most of the words intended by the speaker were, how they group it into classes (or sentence) and how these related to each other.

#### 2) Top-down Process

Top-down processing involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to

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<sup>11</sup> H Douglas Brown, *Language Assessment: Principles and Classroom Practice* (San Francisco: Longman, 2003), p.120

<sup>12</sup> Larry Vandergrift and Christine C. M. Goh, *Op. Cit*, p. 18.

<sup>13</sup> I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 40.

activate a conceptual framework for understanding the message.<sup>14</sup> Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts.<sup>15</sup> In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

#### **d. Definition of Listening Comprehension**

When the researcher speaks of listening comprehension what she really means is listening and understanding what she hears not only in general but in specific, detail of the information. In our first language, we have all the skills and background knowledge we need to understand what we hear, so probably are not aware of how complex a process is it. According to Buck, "Listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different type of linguistic knowledge, details of the content, and general word knowledge, and so forth, and listener use whatever information they have available, or whatever information seems relevant to help them to interpret what the speaker is saying."<sup>16</sup> Buck also says that: "Listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge by applying knowledge to the incoming sounds; affected by a wide range of variables, and that potentially any characteristic of the speaker, the situation, or the listener can affect the comprehension of the message."<sup>17</sup> It means in listening comprehension the students should use their background knowledge to

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<sup>14</sup>Larry Vandergrift and Christine C. M. Goh, *Op. Cit*, p. 18.

<sup>15</sup>I. S. P. Nation and J. Newton, *Op. Cit*, p. 18.

<sup>16</sup>Garry Buck, *Assessing Listening* (New York: Cambridge University Press, 2000), p. 3.

<sup>17</sup>*Ibid*, p. 31.

arrange the detail information of what they heard. The students usually less on their background knowledge so it impacts in their listening comprehension. But the lack in listening comprehension not only cause of background knowledge but some can causes listening comprehension.

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge.<sup>18</sup> From that statement, the ability to understand the speaker's information, the listeners need to know the whole message contained in the discourse, comprehend the message with or without understanding every word. The listeners also have the ability to understand meaning in variety of ways. Listening is not skill that can be mastered within overnight, students who are eager to succeed in mastering the listening should practice every day not only once a week. Brown states that listeners have difficulties in listening comprehension especially in identifying the main idea, finding specific information of the text and making inferences.<sup>19</sup> The teachers have to try to give good models that encourage them to practice it. They can use media such as video, television, diagram, printed materials, computer program, audiobooks, and instructions.<sup>20</sup>

#### **e. Aspect of Listening Comprehension**

There are various types of listening sub-skills to help listeners make sense of the listening text. Most commonly used listening sub-skills in language classrooms are:

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<sup>18</sup>Jack Chamot and Harry Kupper, *Journal of Language Teaching and Research*, *The Internet TESL Journal* vol. 2 ISSN. 997-988, 2012, accessed on <http://www.academypublisher.com>, (on Tuesday 14th february, 2017).

<sup>19</sup>Steven Brown, *Teaching Listening* (New York: Cambridge University Press, 2006), p. 7.

<sup>20</sup>Robert Heinich, Michael Molenda, James D. Russel and Sharon E. Smaldino, *Instructional Media and Technologies for Learning* (New Jersey: Pearson Education, Ltd., 2002), p.9

- 1) Listening for-gist: listening to get a general idea
- 2) Listening for specific information: listening just to get a specific piece of information
- 3) Listening in detail: listening to every detail, and try to understand as much as possible
- 4) Listening to infer: listening to understand how listeners feel
- 5) Listening to questions and responding: listening to answer questions
- 6) Listening to descriptions: listening for a specific description<sup>21</sup>

As Steven Brown states there are some criteria of listening that are commonly used in measuring students' listening comprehension<sup>22</sup>, they are as follow:

### **1) Listening for Main Idea**

Listening for main ideas mean that the listener wants to get the general idea of what is being said. The details are less important. The question in listening or main ideas is the question generally of the text; those are main idea of the text, topic of the test, and conclusion of the text. The questions are as follows:

a. Question that asking about the main ideas

What is the main idea of this text?

What are they talking about?

b. Question that asking about the topic of the text

What is the text about?

What does the text talk about?

What is the topic of the text?

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<sup>21</sup>Assoc. Prof. Ekrem SOLAK. *Teaching Language Skills For Prospective English Teachers*. Nisan:2016. hal.35

<sup>22</sup>Steven Brown, *Teaching Listening* (New York: Cambridge University Press, 2006), p. 7.



c. Question that asking about the conclusion

What can we infer from the text?

What is the conclusion of the text?<sup>23</sup>

## 2) Listening for Details

Listening for details that the listener wants to get the detail information of what is being said. Listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good. Listening for detail is question that is asking deeply and specifically about the text. The questions consist of 5W + 1H; those are who, what, where, when, why, and how. The questions are as follows:

- a. Where did it happen?
- b. When was that happening?
- c. How could that happen?
- d. Who was the story about?
- e. What was happening?

## 3) Listening in Making Inferences

Listening and making inferences helps the students a sense of why they listen and which skill to use to listen better. It means that the speakers do not always say exactly what they mean. That is, important aspects of meaning are something implied rather than stated. Listening has to listen between the lines to figure out what really is meant. Listening and making inferences is finding the implicit meaning about the text. The speakers do not exactly say what they mean in the story they imply. The listening and making inferences can be

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<sup>23</sup>Kent Ang-Zie, *TOEFL: Preparation and Practice Exam* (Sidoarjo: Genta Group Production, 2016), p. 12-13.

answered only if the students understand the story/text. The question in listening and making inferences are about suggestion/ advice, implication, purpose, title, and characters' view. The questions are as follows:

a. Suggestion/ advice

What does the woman suggest?

What should the man do?

b. Implication

What is the purpose of the text?

c. Purpose

What is the purpose of the text?

d. Title

What is the best title of the text?

e. Characters' view; characters' feeling (satisfied, happy, sad, critical, etc.)

What's the speaker's impression about the event?

What does the speaker feel about it?

Based on those theories, listening comprehension is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information, and the inferences.

#### **f. Teaching Listening**

Pre-listening, while-listening, and post-listening exercises are all effective ways to teach the listening text. Each level does have its own set of objectives and activities to complete.

## 1. Pre-Listening

The pre-listening stage provides students with all they need to listen to and understand the listening text. This stage is critical because it directs students to the listening passage to which they will listen, piques their curiosity, and informs them about the goal of listening. Pre-listening is the step before while-listening. At this stage, the most important thing is to provide enough contexts to mirror what is accessible in real life and to inspire drive. It would be unfair to throw them right into the listening without first explaining the topic or the sort of task they would be working on. As a result, students should be provided extensive pre-listening assistance which enables them in becoming more self-assured and effective. Pre-listening exercises emphasize on:

- a. Providing a proper general framework for the activity, as well as examples of well-structured texts
- b. Breaking the activity into simple, well-sequenced learning steps
- c. Briefing
- d. Activating previous knowledge
- e. Relating to previous task experience
- f. Relating to previous levels of achievement
- g. Sharing learning goals
- h. Explaining listening behavior

## 2. While-Listening

The objective of this level is to improve students' listening skills and assess their understanding. The teacher assigns the students activities to complete while they are listening. Sometimes, students will have to listen to the text more than once to complete their while-listening exercises. After reviewing the students'

responses, the instructor should highlight the main aspects of the book and clarify any difficulty with language or structures that the students face while listening. Teachers must ensure that students do not have access to the tape script of the listening text. The success of the while listening assignments is also determined by the material of the listening text and the students' interests. If the same tasks are done over and over again, students may become bored. As a result, a range of activities should be carried out on various occasions. While-listening exercises should be tailored to students' various levels and requirements to help them to listen more effectively. While – listening activities primarily focus on:

- a. Contextualizing
- b. Explaining
- c. Teacher modeling strategies to monitor understanding
- d. Teacher modeling of appropriate listening behaviors
- e. Questioning of/by pupils while on task
- f. Seeking clarification

### **3. Post-Listening**

Post-listening exercises are planned to broaden the topic or language of the listening material. Following the completion of the hearing, post-listening actions are carried out. Post-listening exercises that are well-planned allow pupils to relate the content have heard to their feelings and experiences, as well as develop interpretive and critical listening and reflective thinking. Furthermore, post-listening exercises allow not only the teachers to test and review students' knowledge and assess their comprehension but also the students to expand understanding beyond the literal

level to the interpretative and critical levels. Post-Listening Activities Primarily focuses on:

- a. Reflecting
- b. Evaluating
- c. Encouraging transfer of skills
- e. Valuing different levels of achievement<sup>24</sup>

## 2. Concept of Media

A medium (plural, media) is a channel of communication. Derived from the latin word meaning “between”, the term refers to anything that carries the information between a source and a receiver.<sup>25</sup> It means that media is a bridge between the teacher and the students in teaching and learning process. Media helps the teacher to deliver the material and help the students to receive the material easily. According to Clark in Chan, Media seem to offer alternative and more effective features than those available from the conventional teacher in the conventional classroom.<sup>26</sup> It means that using media is one of the good decisions to make in teaching and learning process. Media can be used in any situation class in any different students’ characteristics. All the teacher do is pick the right media in their class.

According to Richard in Ruis, In general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people.<sup>27</sup> It means that media help to

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<sup>24</sup>Theory and Practice in Language Studies, Vol. 12, No. 8, pp. 1500-1507, August 2022 DOI: <https://doi.org/10.17507/tpls.1208.05>

<sup>25</sup>Robert Heinich, Michael Molenda, James D. Russel and Sharon E. Smaldino, *Instructional Media and Technologies for Learning* (New Jersey: Pearson Education, Ltd., 2002), p. 9.

<sup>26</sup>Wai Meng Chan and Anna Uhl Chamot, *Media in Foreign Language Teaching and Learning* (Boston: Walter de Gruyter Inc., 2011) p. 10.

<sup>27</sup>Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta: Gramedia, 2009), p. 2

bring the information that want to share. And also it can be facilitated learning or increasing the understanding of materials. Media is very useful in learning the English language. Teachers' instructors and learners are helped by using media to achieve the learning goals. According to Sukartiwi in Ruis, there are some advantages of using media in teaching-learning process. Those are:

- a. To increase the learners' motivation.
- b. To avoid the learners bored.
- c. To make the learners easy to understand the instructional material.
- d. To make the teaching learning process more systematic.<sup>28</sup>

Based on the theories, it can be concluded that media is one of tool to send the message or the information to the receiver. By using media students will more interest with the information and make them easier to accept it. Media is a tool that can be used in teaching learning process. It can be a mediator to bring information from the teacher to the students. Media also can generate new desires and interest the students with the material in the class. Good media will bring good motivation for the students and help them studying the material that is given.

### **3. Concept of POWTOON Application**

POWTOON is web based animation tool software that allows users to create animated presentations by manipulating pre-created objects, imported images, provided music and user created voiceovers. POWTOON gives users to create animated slideshow presentations that present like videos. Once signed in on the website or chrome app, users can design presentations using readymade templates or start from scratch.

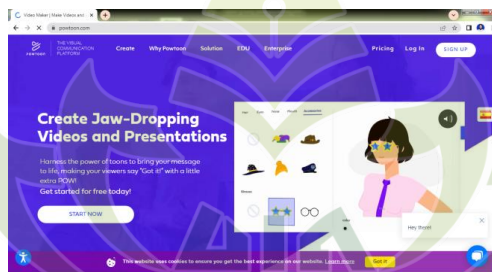
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<sup>28</sup>*Ibid*, p. 4.

Both options allow users to add text, images, simple animations, short videos, stickers, transition effects, borders, and more. Users can search for images and videos on POWTOON, or they can upload or import their own. POWTOON presentations can be exported to the programs including You Tube and Power point that give flexibility in sharing the “awesomeness” POWTOON is user friendly allowing teacher to craft their won presentations that meet their students’ needs instead of constantly searching for appropriate, readymade videos.<sup>29</sup>

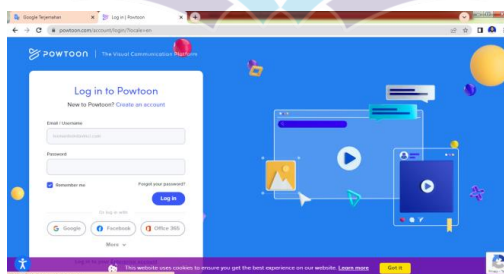
#### a. Steps of using POWTOON

**Figure 1**



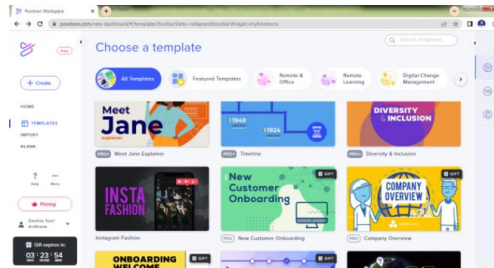
Visit webpage [www.Powtoon.com](http://www.Powtoon.com)

**Figure 2**

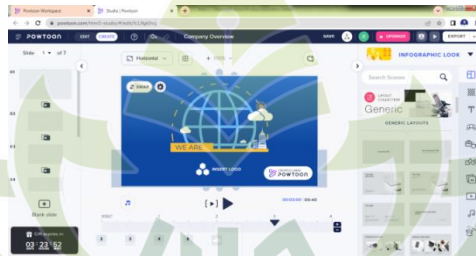


Sign up to get an account or click login if you already have an account. You can use gmail or facebook.

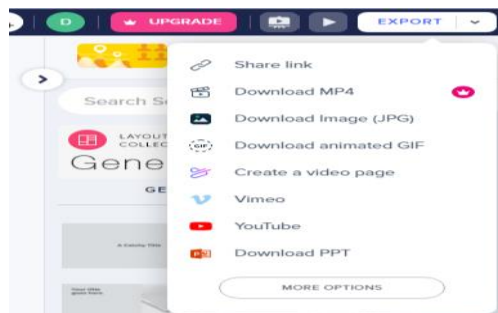
<sup>29</sup>Edwin Nurdiansyah dkk, Pengembangan media pembelajaran berbasis Powtoon pada perkuliahan Pendidikan Kewarganegaraan, Jurnal Civics: Media Kajian Kewarganegaraan, Vol. 15 No. 1, Tahun 2018,p. 2.

**Figure 3**

Then after getting access to the account, you can choose to use a template or create your own video display that you will make.

**Figure 4**

After choosing template, You can continue your editing process according to the steps provided.

**Figure 5**

Last is export the video by selecting options like figure above and you can get the result of audio video which is edit by POWTOON.



### **b. Advantages and Weakness of POWTOON**

There are several advantages of POWTOON:

- 1) Powtoon provides an interactive process and provides feedback.
- 2) Powtoon gives freedom to users in determining learning topics.
- 3) Powtoon provides easy systematic control in the learning process.
- 4) Powtoon can be used anywhere and independently at any time.
- 5) The video presented is not too long so it does not reduce the level of user motivation.
- 6) The material is presented interactively in a language that is easily understood by students.
- 7) The application used in the preparation of this Powtoon is very interesting so that the resulting image products also have better quality images, animations, videos, sounds and music.

It is clear that POWTOON media has many advantages. We don't need to install supporting apps special, which makes it easier and saves the user's cellphone or laptop memory. In addition, the existing material can be presented interactively, making it easier for students to understand. Besides having the advantages of POWTOON. It also has some drawbacks as follows:

- 1) The results of the videos made using the Powtoon application must go through a series of processes that are a bit complicated, so it takes some time for the editing process.
- 2) The operation of this media requires the main tool in the form of a laptop or computer, especially if it is used as a learning medium in the classroom, it also requires an LCD

projector and speakers to produce maximum picture and sound where not all schools have these facilities.

- 3) Another drawback is that it depends on the internet network, needs to adjust the needs of equipment and software, requires basic skills to use it.
- 4) If you want more templates, you can upgrade to a more premium version..<sup>30</sup>

### **c. Teaching Listening by Using POWTOON**

These are the 3 stages that make up a listening lesson:

#### **1) Pre-Listening Activities**

- a) Teacher gives a clue related to the audio that was play with POWTOON.
- b) Teacher prepares students for the vocabulary and language structures in the text.
- c) Teacher helps students to prepare for what they are going to hear.
- d) Teacher gives three chances for students to listen the audio clearly.

#### **2) While-Listening Activities**

During-Listening tasks are a series of activities that a learner does while listening to a passage in order to show their understanding of what was heard of.

- a) Teacher helps students to identify what's important in the audio.
- b) Teacher keep students concentrated throughout the audio.

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<sup>30</sup>Marta Dwi Pangestu & Achmad Ali Wafa, *Mengembangkan MultimediaInteraktif Powtoon pada Mata Pelajaran Ekonomi Pokok Pembahasan Kebijakan Moneter untuk Siswa Kelas XI IPS di SMA Negeri 1 Singosari*, Jurnal PendidikanEkonomi, vol. 11, no. 1, 2018, hal. 73

- c) Teacher checks students understanding or non-understanding while listen the audio.

### 3) Post-Listening Activities

Post-Listening Activities consist of tasks which main aim is to help students reflect on the listening experience. These activities are carried out after teacher have carried out pre-listening and while listening activities successfully.

- a) Teacher gives students a test related to audio that has been listened to in the form of multiple choice and essay.
- b) Teacher gives time for students to do the task.
- c) Teacher gives an assessment relate to the tests that have been done by students.<sup>31</sup>

## 4. Concept of The Audio

### a. Definition of Audio

Audio media is media that can be used to convey messages that will be conveyed in the form of audit symbols, whether in the form of verbal or non-verbal forms.<sup>32</sup> Audio media is a medium that can be used as a teaching medium which contains messages in audible form which are useful for being able to stimulate thoughts, concerns, feelings, and also the will that students have so that a teaching and learning process will occur.<sup>33</sup> Audio media itself is a tool that contains messages that can be received using hearing media only.

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<sup>31</sup>Manuel Jose. *The 3 Stages of a Listening Lesson*. English Post.org .2022

<sup>32</sup>Sadiman, A.S, dkk.. *Media Pendidikan : Pengertian, Pengembangan Dan Pemanfaatannya*. Depok: PT. Raja Grafindo Persada. 2014.

<sup>33</sup>Sudjana, N, Rivai, A.. *Media Pengajaran*. Bandung: Sinar Baru Algensindo. 2015.

### **b. Advantages of Audio**

- 1) By using a recording device, the audio program is used according to the needs of the listener/user. For example, the use of audio to learn English can be used anytime and anywhere.
- 2) Audio media can train students to develop abstract imagination.
- 3) Audio media can stimulate the active participation of listeners, for example while listening to broadcasts, students can carry out other activities that support the achievement of goals.
- 4) Audio programs can arouse students' curiosity about something so that they can stimulate creativity. The Strengths and Weaknesses of Audio Learning Media
- 5) Audio media can instill positive values and attitudes towards listeners that are difficult to achieve with other media.
- 6) Audio media can present actual and original reports that are difficult to achieve with other media.
- 7) Audio programs can overcome time constraints as well as a very wide reach.<sup>34</sup>

### **c. Weakness of Audio**

In addition to several advantages, this media also has the following weaknesses:

- 1) The nature of communication is one way (one way communication). Thus, it was difficult for the listeners to discuss things that were hard to understand. To reduce these weaknesses can be overcome by using the telephone.

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<sup>34</sup>Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Kencana, 2015), cet. ke-7, hlm. 216-217.

- 2) Audio media, which uses more sound and verbal language, can only be understood by listeners who have a good level of mastery of words and language.
- 3) Audio media will only be able to serve well for those who are able to think abstractly.
- 4) Presentation of material through audio media can lead to listener verbalism.
- 5) Audio media that uses radio broadcast programs are usually carried out simultaneously and centrally, making it difficult to control.<sup>35</sup>

#### **d. Teaching Listening by using Audio**

##### **1) Pre-Teaching**

- a) Teacher gives a clue related to the audio by using speaker.
- b) Teacher prepares students for the vocabulary and language structures in the text.
- c) Teacher helps students to prepare for what they are going to hear.
- d) Teacher gives three chances for students to listen the audio clearly.

##### **2) While-Teaching**

- a) Teacher helps students to identify what's important in the audio.
- b) Teacher keep students concentrated throughout the audio.
- c) Teacher checks students understanding or non-understanding while listen the audio.

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<sup>35</sup>Ibid. Hal.217

### 3) Post-Teaching

- a) Teacher gives students a test related to audio that has been listened to in the form of multiple choice and essay.
- b) Teacher gives time for students to do the task.
- c) Teacher gives an assessment relate to the tests that have been done by students.

## 5. Recount Text

### a. Definition of Recount text

Recount text is one of the various texts taught in the junior high schools which retells past events and have the purpose of providing information and entertaining. According to Knapp & Watskin cited in Recount text is a text that includes and tells events which happened in the past with chronologically ordered. It is a piece of text that retells past events, usually in the order in which they happened. It is a sequence of past moments, events, stories which is reconstructed to tell the reader what happened. The text begins by telling the people involved, the event that happened, when and where the moments took place. The aim of a recount text is to provide the readers a description of what occurred and when it occurred.

### b. Generic Structure of Recount text

Recount text arranged by time sequences which divided into several parts namely generic structures, they are:

#### 1. Orientation

Orientation is to introduce the characters and settings (time and place) of the story. In this part of the text, writers try to persuade readers to follow the story. On the other hand, the thesis of the text stated at this level.

## 2. The order of events

The characters' issues are addressed in this section. Tells the sequence of the story and makes supposed to be more interesting to the readers. This event tells chronologically.

## 3. Re-orientation

It contains personal opinion about the event. The writer or the teller can give comment on how the events affect other things. This part is optional, some recount texts include and others exclude.

### c. Language Feature of Recount Text

The grammatical pattern of recount text are:

#### 1. Focus on individual participant or a group participant

Recount text tells what a person or a group doing. The first or third person is used. Using the first person when the writer that writes his/her own story. For instance, *I went to the zoo yesterday*. Using the third person when the writer writes story or experience of another person/group. For example, *Wida went to the zoo yesterday. She saw elephants and giraffe*.

#### 2. Using past tense

Past tense is used to describe events in the past. Past tense that used as simple past tense, past progressive, past perfect, and past progressive tense.

#### 3. Using conjunctions

Conjunctions such as the, when, before, and after are used in recount text to combine clauses. Connectives such as first, then, and finally are used to sequence events.

#### 4. Using temporal sequences

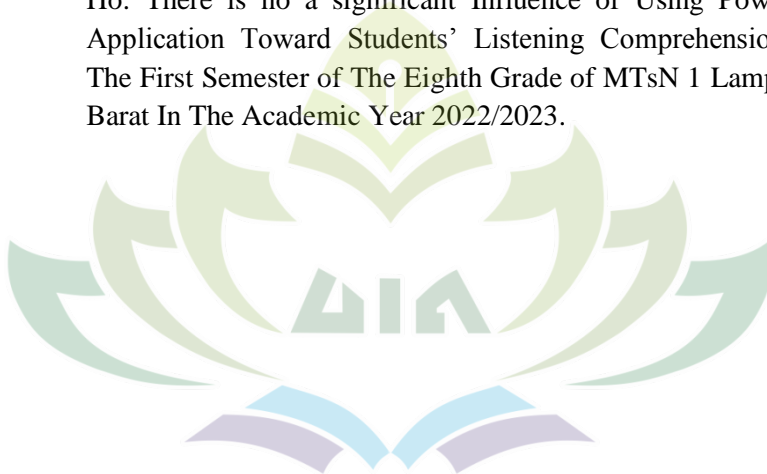
Temporal sequence is used in recount text such as: *On Monday, last year, then*, etc.<sup>36</sup>

## B. Hypothesis

Based on the frame of thinking above, the researcher proposes the hypothesis as follows:

H<sub>a</sub>: There is an Influence of Using Powtoon Application Toward Students' Listening Comprehension at The First Semester of The Eighth Grade of MTsN 1 Lampung Barat In The Academic Year 2022/2023.

H<sub>o</sub>: There is no a significant Influence of Using Powtoon Application Toward Students' Listening Comprehension at The First Semester of The Eighth Grade of MTsN 1 Lampung Barat In The Academic Year 2022/2023.




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<sup>36</sup> Sianipar, R. B., Sianturi, D. S., Situmorang, S. A., Gulo, P., & Saragih, E. (2020). *an Analysis of Recount Text in English Textbooks Used By Tenth Grade Students*. Journal of Languages and Language Teaching, 8(2), 120.





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