

Development of Assisted Explanatory Text Teaching Materials Powtoon for Class XI High School Students Country 1 Tanjung Pura

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Abstract. This study aims to develop teaching materials for powtoon assisted explanatory texts that are appropriate for use in learning Indonesian at the SMA/MTs level and equivalent. This research uses the R&D (Research & Development) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) which consists of the stages of analysis, design development, implementation and evaluation. The data collection instruments used were (1) material and learning design validation questionnaires, (2) teacher and student response questionnaires, (3) student learning outcomes tests. Data analysis techniques used are interviews and questionnaires. The product that will result from this development is powtoon-assisted learning media which contains explanatory text teaching materials. The product will be validated by material experts and learning design. After being validated, it is handed over to the Indonesian language teacher and students to be given a response. Furthermore, the product was tested on class XI students to see the effectiveness of the powtoon media with the explanatory text teaching materials that had been presented.

Keywords: Teaching Materials of Explanatory Text, Powtoon.

1 Introduction

Learning Indonesian Language and Literature in the 2013 Curriculum is one of the lessons that directs students to the ability to communicate in good and correct Indonesian both orally and in writing. These abilities must be mastered by students with the help of the teacher, as a facilitator the teacher plays an important role in advancing each learning process. In the 2013 curriculum, the emphasis is placed on understanding the types, rules and context of a text, making it easier for students to grasp the meaning contained in a text and presenting ideas in appropriate text form to make it easier for others to understand the ideas conveyed.

Explanatory text is a text that contains the process of why and how a natural, scientific, social, cultural, and other event can occur. An event, both natural and social events that occur around us, always has a causal relationship as well as a process. Events or events that occur around us should not only be observed and felt, but also used as learning.

Writing is defined as a language skill in conveying thoughts in the form of information using written media. Difficulty in writing is a person's inability to express thoughts, ideas and ideas into writing. Difficulties in writing experienced by students are both caused by factors that exist within the students as well as factors from the teacher in providing learning material to students at school. As a result of the writing difficulties experienced by students, almost all students in carrying out the task of writing explanatory texts took other people's writings on the internet and sometimes did not change the writing in the slightest (Susetyo, 2009:1). This is in line with the opinion of Darmadi (1996:45). The difficulties experienced by students are caused by two factors, namely internal factors and external factors.

Internal factors are students' understanding such as punctuation, use of spelling, determining titles, in using terms. External factors come from the teacher and the infrastructure provided. Teaching materials used in the previous learning process have not instilled interest in student learning, so that students have difficulty understanding the material. The contents of the 2017 revision of the Indonesian language package for class XI K13 published by the Ministry of Education and Culture only contain an introduction, presentation of material consisting of several chapters and sub-chapters, bibliography and attachments. The content section, in the class XI Indonesian language textbook held by the students, minimally presented/shown definitions, concepts, complete steps for answering questions as well as answer keys to see how far students' understanding in learning explanatory text material. The material presented in it is also less organized.

The development of teaching materials is one of the innovations that support learning, especially Indonesian, because it has advantages, namely by developing teaching materials in the form of modules, students can participate in teaching and learning activities in accordance with the expected learning objectives. This is supported by Mustafa (2016) who explained that teaching materials can provide feedback to students so that students can participate in learning activities with a focus on being able to train students in learning and writing based on process approach theory.

Learning at school requires interesting teaching materials so that students are more enthusiastic and motivated, because teaching materials do not vary, learning will be boring for students. According to Darmadi (2009) teaching materials or learning materials in general consist of knowledge, skills, and attitudes that students must learn in order to achieve predetermined competencies. Electronic teaching materials are teaching materials whose contents are contained in electronic form. Referring to the previous understanding of teaching materials, electronic teaching materials are a set of material or lesson substances that are arranged in a coherent and systematic manner and display a complete figure of competencies that students will master in learning activities that are packaged in interactive multimedia, what is meant by multimedia here is media that can present complete media elements such as sound, animation, video, graphics, and film.

The use of instructional media that is more able to attract the attention of students is also one of the efforts that is expected to help students to improve understanding and the way students understand the explanatory text Saripah and Herdiyanto (2021:10). Therefore, new

innovations are needed in providing teaching materials to students that can attract students' interest in learning, such as providing powtoon-assisted teaching materials that can be accessed anytime and anywhere.

Material for explanatory text in learning Indonesian for class XI is found in KD 3.3, 4.3, 3.4 and 4.4. KD 3.3 contains identifying information (knowledge and sequence of events) in spoken and written explanatory texts. KD 4.3 contains information construction (knowledge and sequence of events) in spoken and written explanatory texts. KD 3.4 analyzes the structure and language of explanatory texts. KD 4.4 produces explanatory text orally and in writing with attention to structure and language.

Based on the results of observations and interviews with researchers at SMA Negeri 1 Tanjung Pura, the researchers concluded that the causes of students' difficulties in writing explanatory texts were the lack of maximum use of instructional media and a lack of practice in writing. Writing skills are one of the benchmarks for assessing each material through assignments given by the teacher. Efforts to solve this problem, the researcher developed a learning video as a solution to this problem. The researcher chose Powtoon-based learning videos as a solution because Powtoon has features that are easy to use, such as adding text, audio, and moving animations so that they can produce learning videos that are concise and interesting for students and easier to understand. Another difficulty found is the low ability to develop explanatory texts on linguistic aspects. The difficulties experienced by these students make students' writing not good.

Based on these problems and considering how important the ability to write explanatory texts is for students, teachers need to seek appropriate learning media to overcome the problems students face in writing skills. Therefore, through this research, researchers provide solutions in the form of using powtoon learning media. Powtoon learning media is included in audio-visual media. Audio visual media is media that is not only heard but can also be seen simultaneously. Audio visual media is visual aids that can be seen and heard which can help students in the ongoing learning process which functions to clarify and make it easier to understand the material being studied.

According to Fajar (2017: 104) powtoon is a software for processing animated presentation media based on SAAS (Software as a Service) which can be accessed online or via the website www.powtoon.com which can be used as a presentation aid for teachers in carrying out the learning process in the classroom. Using learning media designed using the Powtoon software will be able to produce an information and communication technology (ICT) based learning media to deliver more interesting and modern material, because Powtoon learning media can be made with various unique and interesting cartoon animation effects. Besides that it can add and combine various images, audio essays, videos in the process of delivering learning material to students.

The use of powtoon learning media is expected to improve quality in the learning process of writing explanatory texts and students can be more motivated to study and study the learning material that will be delivered by the teacher, so that student learning outcomes will be better. This is proven by the research journal by Syahrul Fajar, et al entitled "The Influence of Using Powtoon Media on Student Learning Outcomes in Integrated Social Science Subjects" the results of the study showed that the pre-test average score was 14.55 while the average score posttest is 26.00 it can be concluded that the effect of powtoon media on social studies learning outcomes is categorized as good. In line with the results of research conducted by

Desma Yulia and Novia Ervalisa in a journal entitled "The Influence of Powtoon Learning Media on Indonesian History Subjects in Growing Learning Motivation for Class X IIS Students at SMA Negeri 17 Batam Academic Year 2017/2018" the results showed that there was an increase in motivation learning class X SMA Negeri 17 Batam on Indonesian history subjects using powtoon learning media compared to conventional media. This is shown in the t test where the count $>$ ttable is $7.9 > 1.992$, so H_a or the alternative hypothesis is accepted H_0 is rejected. Learning conditions using powtoon learning media are more interesting and not monotonous, this is due to the mutual relationship between individuals and individuals, individuals and groups, groups and groups, as well as reciprocal relationships between students and teachers, such as when the teacher explains do not understand asking the teacher and the teacher explaining the material that the student has not understood.

Efforts to solve this problem, the researcher developed a learning video as a solution to this problem. Researchers chose Powtoon-based learning videos as a Powtoon solution that has easy-to-use features, such as adding text, audio, and moving animations so that they can produce learning videos that are concise and interesting for students and easier to understand. The school also still uses limited teaching materials such as printed teaching materials (package books) assisted by power point. In using printed teaching materials and power point the teacher still explains a lot of material based on the content contained in the printed teaching materials and the teacher has not used other learning resources. Thus, these teaching materials are used less efficiently by teachers in the learning process because many students are not interested and still cannot follow the learning process properly. This makes students' interest and motivation reduced in participating in the learning process.

Explanatory text material is material that is difficult for students to understand, results Based on the criteria of good teaching materials are teaching materials that are structured based on student learning interests, Djamarah (2011: 191) states that interest greatly influences student learning outcomes, because not much can be expected to produce the learning achievement of a child who studies without self-interest in subjects that the student does not like. Furthermore Slameto (2010: 57) has a large influence on learning, because if the lesson has no appeal for the students themselves then they will not learn optimally or they will not learn as well as possible. In addition, based on several research results on learning interest, it also proves that students who have an interest in learning have a positive relationship with a very important influence on learning outcomes, where interest is always followed by learning outcomes. Anggraini (2013: 2014). and likes so that satisfaction is obtained in learning.

2 Method

The ADDIE model is a research method used to develop or validate products used in education and learning (Noelaka, 2014). Researchers chose the ADDIE model because according to researchers, the ADDIE model is a development model that is easy to implement and has structured and very clear stages in its implementation. The ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation, Evaluation. The steps for developing powtoon-based teaching materials for class XI SMA students can be seen in the following stages.

Stage (*analysis*) at the analysis stage, the things that researchers do are: needs analysis which includes competency analysis, analysis of student characteristics, and instructional analysis. The (*design*) stage at the design stage the researcher starts the product design in the form of

content or teaching materials, determines the systematics of drafting materials, and the product evaluation tools are developed.

The (*development*) stage began to develop Powtoon-based explanatory text teaching materials. Development of interactive Powtoon-based explanatory text teaching materials consisting of teaching materials, illustrations, video materials, and portfolio exercises based on the

Stage (*implementation*) researchers began to distribute teaching materials to students to test Powtoon-based media

Stage (*Evaluation*) This evaluation stage is carried out for students to measure the level of students' understanding and mastery of teaching materials for digital teaching materials that have been developed

The data collection instruments in this study were grouped into two parts, namely (1) expert validation questionnaires and teacher and student response questionnaires to test the practicality of the teaching materials developed, and (2) student learning outcomes to test the level of effectiveness of the teaching materials developed.

Data analysis technique uses a Likert scale. The data/information collected through material/design expert validation, student and educator response questionnaires along with the effectiveness of these teaching materials to be used in determining the level of effectiveness and usefulness of the E-Module for writing explanatory text materials. In this study, researchers still reached the second stage, namely the Design stage, meaning that in this study the research only reached the stage of designing ready-made products. This product has not been validated by experts and has not been assessed for its practicality by Indonesian language teachers and has not been tested on class XI students of SMA Negeri 1 Tanjung Pura.

3 Results And Discussion

Powtoon is an online service for making presentations that has very interesting animation features including handwriting animations, cartoon animations, and livelier transition effects as well as very easy timeline settings. Almost all features can be accessed in one layer making Powtoon easy to use in the process of creating an exposure. Exposure that has built-in cartoon characters, animated models and other cartoon objects makes this service very suitable for making teaching media, because it will create a relaxed and non-formal atmosphere in class learning. With Powtoon we are more relaxed and easy to understand what is conveyed by presenters or lecturers because Powtoon is also equipped with an explainer video.

Powtoon has been extensively designed and tested to ensure it is as simple as possible while never sacrificing an iota of quality or professionalism. We have every animation tool you need to always add more features, templates and styles. Powtoons can liven up our presentations because the audience can communicate through animated videos. With dynamic characters, eye-popping images, and active sequences of text and more. Powtoons help us capture audience attention and imagination. By using Powtoon our presentations will be livelier and less boring.

Steps to Implement Powtoon Learning Media Along with the rapid development of technology, it currently provides multiple benefits for our world of education. We can create various kinds of technology-based learning methods that we can apply in our classes.

Technology also allows us to create and apply multimedia, especially in animated videos, which we can easily and attractively make ourselves according to the material we will teach our students.

One application for making learning videos in a simple but interesting way is to use Powtoon.

Powtoon has a variety of features and facilities that spoil us for making learning animations. Teachers can choose several categories, for example "educational clips" or others to suit their needs. To start Powtoon learning media, please visit the website <http://powtoon.com> and follow the steps below according to Yuhdi and Sari (2017:46):

- 1) For those of you who don't have an account, please Sign Up first

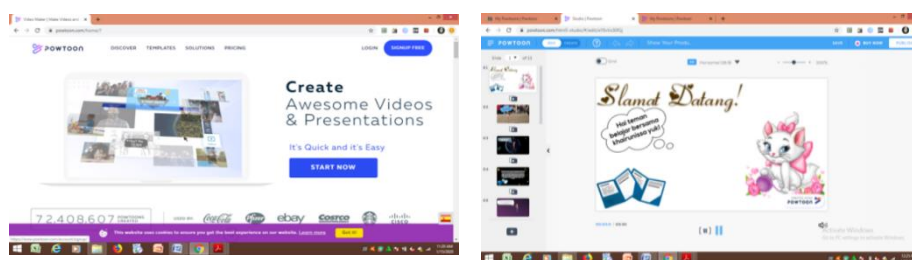


Figure 1. Preparation of Powtoon-Based Explanatory Text Material using the website <http://powtoon.com>

- 2) After entering, you can choose which free templates match the animated video that you will make. Some of the features of Powtoon that you can use are:
- 3) Select the available template categories. Select the template category according to the desired context. Here's how it looks
- 4) Edit the video slides on your template as needed
- 5) When finished, click export to upload, download and share the results of your video animation creation.
- 6) There are four options, after you 'click' export, publish, upload, download, and share. For the paid version (pro), you can directly download your animation results via MP4 format. But if you are still using the free one, the trick is to upload it first via YouTube, of course, through your account (Youtube channel). Then download your animation via the YouTube video. (how to download via Youtube can browse through Google)
- 7) To upload to YouTube, you must have a Google account first. Select upload to, then specify the Google account that will be used, then click next. On the details page, enter a description, your video category and click next.
- 8) On the quality page, choose the recommended resolution, for the free version you can only choose standard quality. When you click upload.

-Powtoon Learning Media Learning Steps

The learning steps using the powtoon learning media carried out according to Tsur (2019: 37) are as follows:

- 1) The opening stage, the opening stage is the stage of conveying the learning objectives to be achieved and the subject matter to be taught.

- 2) The core stage, namely the teacher presents learning material using Powtoon media with several stages such as:
 - (a) the teacher shows video footage and gives an overview of the material to be studied,
 - (b) the teacher gives students the opportunity to ask questions about the video footage and material overview the lessons to be learned,
 - (c) the teacher instructs students to form study groups and
 - (d) the teacher presents material using powtoon learning media that has been created to assist students in sharing understanding of the subject matter being discussed.
- 3) The assignment stage, namely the teacher gives assignments to students based on the material that has been presented through powtoon media and the teacher orders students to read the results of the assignment.
- 4) The final stage, namely the teacher instructs students to collect assignments and conclude the material that has been studied.

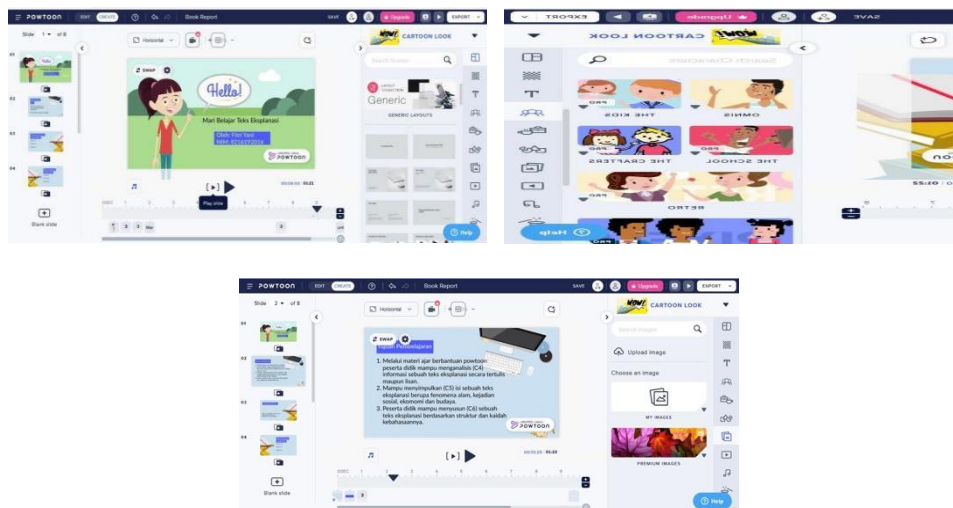


Figure 2. Product results in the form of Powtoon-based learning media in explanatory text material

4 Conclusion

This research and development has resulted in a Powtoon-based teaching material product. This product is expected to help students to overcome the learning difficulties they experience at school, especially material for writing explanatory texts to improve their writing skills, critical thinking, expressing ideas/opinions, as well as their imaginative power in the form of reviews and as teaching materials accompanying Indonesian language textbooks. to enrich students' understanding.

The product will be validated by material experts and learning design. After being validated, it is handed over to the Indonesian language teacher and students to be given a response. Furthermore, the product was tested on class XI students to see its effectiveness.

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