



## **THE EFFECTIVENESS OF POWTOON APLICATION ON THE STUDENT'S LISTENING COMPREHENSION AT MA AL-HIJRAH CIMAUNG**

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**Abstract:** This study examines the challenges of teaching English, specifically listening comprehension, at MA Alhijrah Cimaung. Conventional teaching methods often fail to engage students effectively, leading to disinterest and a gap between learning objectives and achievement. To address this, the study explores the integration of technology, specifically the Powtoon app, as an innovative solution to improve the learning process. The research reveals a significant improvement in listening comprehension for students using Powtoon compared to those in the control group using traditional methods. While the effect size is relatively small, this finding provides concrete evidence of Powtoon's potential in enhancing English language learning at the high school level. Incorporating Powtoon into the curriculum at MA Alhijrah Cimaung can greatly benefit students' understanding of narrative text. The study recommends further integration of technology in English language teaching and suggests conducting additional research to explore the impact of technology on student learning. These efforts aim to enhance educational practices and improve the overall quality of education in schools.

**Keywords:** Powtoon Application, Listenig Comprehension, Educational Technology

## INTRODUCTION

As an effective communication tool language played an important role in human life. English is one of the most significant languages spoken worldwide. In the field of education, Indonesia is one of the countries where English is the main foreign language. According to Nishanthi (2018), learning English was important because it empowered you to communicate effectively with everyone. Therefore, educators must be ready and able to develop their English competence as an international language taught to students through learning process activities. Teachers needed to have the ability to manage and create effective learning classes with the aim of achieving appropriate educational outcomes in the process of learning and teaching English. As a result of this, like other languages in general, there were four skills that had to be trained so that students could master English well.

English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the societ (Nugroho, 2011). Learning English is very important, we can see this at the level of progress in education in our country today. Learning English was instilled from an early age in our country Indonesia from basic education to higher education. Learning English is very complex because English consists of four skills, namely reading, writing, speaking, and listening.

In curriculum MA Al hijrah standard competency that serve in each curriculum cannot be separated from the four basic skills in english: listening, speaking, writing. Of the four language skills above, learning listening skills turns out to be not working properly In reality, many students still cannot understand or even do not understand the words or sentences listening in English verbally by the interlocutors. In general, they find it difficult to understand English expressions or sentences. This means that their listening skills in English are still lacking. Likewise what happens when they learn Listening Comprehension at eleven grade MA Alhijrah school So many factors that students find it difficult when learning Listening Comprehension in English, for example: the material is too fast to listen to so they forget what they have heard, do not recognize the meaning of words in language English spoken or listened to because of their limited English vocabulary, not concentrating on the material being heard, not understanding verbal commands, lazy learning or lack of motivation to learn, and many other factors. These problems make it difficult for them to learn Listening Comprehension. So when they follow the Listening Comprehension course, it seems they are afraid and lazy to learn the subject. Even though the Listening Comprehension subject is one of the basic English skills that every student must understand.

This study aims to investigate the impact of utilizing the Powtoon application on the listening comprehension abilities of eleventh-grade students at MA Alhijrah Cimaung, particularly focusing on narrative texts. The choice of this title stems from several key reasons. Firstly, Powtoon is a popular digital tool known for its ability to create engaging and visually appealing animated presentations. By integrating this technology into the learning process, educators aim to enhance students' interest and engagement, which can positively influence their comprehension skills. Secondly, narrative texts are widely used in educational settings to develop various language skills, including listening comprehension. Therefore, examining the effectiveness of Powtoon specifically in the context of narrative texts allows for a targeted analysis of its impact on a crucial aspect of language learning. Moreover, focusing on eleventh-grade students at MA Alhijrah

Cimaung provides a specific demographic context, allowing for a deeper understanding of how this intervention may benefit students within this particular educational setting. Overall, by investigating the effect of using Powtoon on listening comprehension in narrative texts among eleventh-grade students at MA Alhijrah Cimaung, this study aims to contribute valuable insights to the field of language education and technology integration.

The research identifies several critical issues within the context of English language education at MA Al-Hijrah Cimaung. Despite the recognition of English as a crucial global language, there are significant shortcomings in students' mastery of English, particularly in listening comprehension. This deficiency is attributed to various factors, including the speed of speech, limited vocabulary, lack of concentration, and motivational challenges, which collectively hinder students' language acquisition and academic success. Traditional teaching methods often fail to engage students effectively, creating a gap between educational intentions and actual learning outcomes. To address these issues, the study explores the integration of technology, specifically the Powtoon application, which offers interactive and visually stimulating learning experiences. Powtoon's potential to enhance student engagement and comprehension of narrative texts presents a promising solution. However, the research is limited to eleventh-grade students at MA Al-Hijrah Cimaung and focuses solely on narrative texts, which may affect the generalizability of the findings. Furthermore, the study may be constrained by sample size, duration, and students' prior technology exposure. The research aims to fill this gap by providing empirical evidence on Powtoon's effectiveness, contributing to the broader pedagogical knowledge, and informing future educational practices and policies.

## **METHODOLOGY**

The researcher will take quantitative research that is one in which the researcher primarily uses post positivist claims for developing knowledge for example; cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurements and observations, and the test of the theories (Cresswell,2003: 18). Research is an activity carried out to investigate something with knowledge through relevant information about a particular topic. This study intended to describe students' writing abilities using Powtoon. Because it related with numerical data, a quantitative research design was applied. Systematic investigation of phenomena by collecting quantitative data and conducting is the definition of quantitative research (Fischer et al. 2014). Based on the definition above, it could be concluded that the first thing research does is explain a problem by collecting data that can be measured numerically or statistically to support solving the problem. This study used a quasi-experimental research. This study intends to determine the use of Powtoon as a medium for teaching students to write narrative text by comparing students' ability to write narrative between the experimental group and the control group. In the experimental group, learning was used the Powtoon as a learning medium. In the control group, learning was used without Powtoon. The design of this research is pre-experimental research. According to Cohen (2005) said the pre-experimental research is the one group pre-test post-test.

## **FINDINGS AND DISCUSSION**

Eta squared ( $\eta^2$ ) is an effect size that indicates the proportion of variance in the dependent variable that can be explained by the independent variable. Eta squared values range from 0 to 1, where the greater the value, the greater the effect or influence of the independent variable on the dependent variable.

The effect size statistic used in this research is eta squared. The formula of eta squared is as follows:

$$\text{Etta squared} = \frac{t^2}{t^2+(n_1+n_2-2)}$$

Where :

n2 : Etta Square

t : t obtained

n1 : The number of experimental class

n2 : The number of control class

$$\begin{aligned} \text{Etta squared} &= \frac{t^2}{t^2+(n_1+n_2-2)} \\ &= \frac{-2,148^2}{-2,148^2+(25+25-2)} \\ &= \frac{4,613}{4,613+(48)} \\ &= \frac{4,613}{52,613} \\ &= 0,0877 \\ &= 0,9 \end{aligned}$$

The eta-squared value of approximately 0.09 suggests that the use of the Powtoon application had a moderate effect on improving students' listening comprehension skills. This means that while the application provided a noticeable benefit, the improvement was moderate rather than small or large. This moderate effect means that the Powtoon application is an effective tool for improving listening comprehension, but there is still room for further improvement and additional support methods to achieve a greater effect. The purpose of this study was to evaluate the effectiveness of using the Powtoon application on students' listening comprehension skills in interpreting narrative texts. Analysis of the data collected from both the control and experimental groups provides a comprehensive understanding of the impact of multimedia tools in educational settings. The results revealed significant differences between the two groups, highlighting the potential benefits and limitations of integrating technology-based learning tools into the curriculum

## CONCLUSION

The research aimed to determine whether the use of the Powtoon application had a significant effect on students' listening comprehension in narrative text at the eleventh grade of MA Al Hijrah. Based on the analysis, it was found that the experimental group using Powtoon showed a significant improvement in their comprehension abilities compared to the control group, which did not use the application. The post-test results indicated a statistically significant difference in the listening comprehension scores between the two groups, with the experimental group outperforming the control group. This demonstrates that the Powtoon application is effective in enhancing students' listening comprehension in narrative texts.

The second objective was to measure the extent of the effect size of Powtoon-based learning on listening comprehension in narrative text. The analysis included the calculation of eta squared to determine the effect size. The eta squared value obtained was 0.09, indicating a moderate effect size. Although the improvement in listening comprehension in the experimental group was statistically significant, the effect size suggests that the magnitude of the improvement

was relatively modest. Therefore, while Powtoon-based learning positively impacts students' listening comprehension, the overall extent of this impact is small. In summary, the research concludes that the Powtoon application significantly enhances the listening comprehension abilities of eleventh-grade students at MA Al Hijrah in narrative texts.

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