

## Students' Responses toward the Implementation of PowToon in EFL Classroom at a Remote Area

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### Abstract

The development of technology in this contemporary world was undoubtedly able to support the teaching-learning process. Meanwhile, various types of applications are being used as media. For instance, PowToon. PowToon is categorized as an audiovisual presentation that provides alternative animation, picture, sound, voice, and music. PowToon videos have been used all over the world. However, this would be different for students in remote areas who are hardly taught using technology. This study revealed students' responses in a small area towards implementing PowToon in the EFL Classroom. Regarding this research, the case study was used as a research design. In collecting the data, both semi-structured interviews and close-ended questionnaires were applied. The result showed students' responses on implementing PowToon in the EFL classroom were: First, PowToon could assist students in learning English. Second, PowToon was an exciting application or media in learning, and the last PowToon increased students' creativity and motivation in learning English as Foreign Language.

**Keywords:** *students' responses; EFL classroom; PowToon; case study; technology*

### 1.0 Introduction

Technology development is unquestionably one factor that has changed methods, approaches, and teaching foreign languages for centuries. Learning a foreign language can be challenging for students. The language is not spoken in daily activity. It makes the students unfamiliar with the language, which gives teachers a significant role in students' process to reach the goals. Teachers need to motivate and encourage students to learn in various ways that can help them ease their problems in learning; some ways can be used, especially in today era where technology involved in the teaching-learning process.

Implementing technology in the classroom will bring students a new atmosphere and experience, primarily when they rarely use it. Numerous advantages have been obtained by using technology in the teaching-learning process. It is a convenient tool for the students and assists their learning sessions to become more exciting and challenging. The application of technology plays a crucial role in learning language based on students' own pace, creates high motivation and help the student to find methods to use what they have learned in practical and meaningful ways Ahmadi (2018). In addition, technology has the great potential to improve the existing language teaching methods (Sabzian et al., 2013).

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Various types of technology can be used as a tool or media in the teaching-learning process, such as smartphones, the internet, laptops, youtube, audio and animated video. Regarding English subjects, an animated video can be a great medium to be applied because it can attract attention, enhance interaction, and increase students' interest in the audio and colourful characters in the video. Students can also try to imitate what they see and hear. There is an easy way to create an animated video using the PowToon website in today's epoch. As Semaan and Ismail (2018) defined PowToon as a web-based tool that provides a wide array of media options such as graphics, cartoons, and animated images to create animated presentations that flow smoothly and logically. In addition, it also features classroom accounts for project-based learning. PowToon is quite similar to PowerPoint, a medium produced by Microsoft Office to make a presentation. Though, few differences between media such as PowToon have several supported character animations that make the material more exciting and colourful. It also supports some illustrations, pictures, sounds, voices, and musics, which helps teachers deliver the lesson and create enjoyable and exciting classrooms.

In order to help students reach their aims in learning English, the teachers have been applied or used some media from traditional ones to modern ones such as PowToon. Teaching involving the application of PowToon in English classrooms in some cities or significant eras. This issue spread to the teachers in a remote area who also tried to apply PowToon to make students familiar with the technology and have a new experience in learning. Some students probably have been familiar with PowToon. Nonetheless, it is pretty different with students who study in a remote area where the city's technology is not as solid. They might have different views or responses toward the implementation in the English classroom.

Besides media, knowing students' views or response is also necessary for the teaching-learning process. By understanding students' reactions toward media implementation in the classroom, the teachers can see how it affects students and consider developing more media. It is also because students are the primary element in the teaching-learning process that makes students' responses value becomes significant. For example, a study conducted at English language education by Sutisna, Vonti & Tresnady (2019) was about students' perception toward PowToon in the teaching-learning process and the challenges. The result showed that students had a positive perception of PowToon. They also found out the challenge faced by students was the animations in the video, as they believe it distracted their concentration. However, this outcome could be unlike to study students' responses in the remote area due to technology usage in the classroom, which would not be the same as schools in the city. The difference from this view was quite interesting to be studied, which made study conducted and formulated aim of the study was to investigate students' responses toward the implementation of PowToon in a remote area.

## **2.0 Literature Review**

### **2.1 Technology in EFL Classroom**

In 21 century, the implementation of technology in teaching-learning, especially English as a foreign language (EFL) classrooms, has shown significant improvements because technology is continuously evolving every year. The teachers have brought various kinds of technology to support students learning English. The use of technology also does not just because it is modern but also because it positively affects the classroom. Lynch & Campos (2014) said that computer technology is one of the most powerful technological tools to encourage students language learning. Because, with computers, students can have the opportunity to access different applications such as the internet, software, email, games, digital videos, sources and tools that will motivate them to learn and use English. In his study, the student's perspective Baz (2016) indicated that students teachers have a highly positive attitude toward applying technology in language teaching and learning. Technology will not disappear in the education field. Teachers and schools accumulate growing experience and expertise in implementing technology in language teaching. In the process, teachers find creative ways of using technology to enhance their teaching and the learning opportunities provided for their learners Richards (2015).

It can be concluded that using technology as a tool or media is not new, but it has been over a century, and it keeps improving and evolving. In the EFL classroom, technology is advised to teach students. It has a lot of positive effects on the students. It mainly helps students learn quickly, get more resources, and create new experiences. Technology too affects teachers, which makes them more inventive in their teaching.

### **2.2 Definition of PowToon**

In 2012, Ilya Spitalnik and Daniel Zaturansky found PowToon. It is described as an online business presentation software that offers the presenter to create free animated videos as an alternative to current popular brands Chandler (2015). In line with it, Sutisna et al. (2019) argue that PowToon is a tool that operates similar to PowerPoint, Impress or Prezi. It consists of slides to which texts and images can be added. It also allows animations and incorporating sound or music in the same application or external sources. Herawati et al. (2019) defined PowToon is an online web application with the purpose to create animated cartoon presentations or videos quickly.

From that definition, PowToon is an online software with the primary purpose of making presentation videos with interesting animation cartoon features, transition effect features. Media is an essential tool teachers use to make students more engaged in a learning session. PowToon media make the perfect option since it is a

presentation video with animated cartoon feature, transition effect feature with interesting sound or music included making the students more enthusiastic and interested. Weber (2014) states that PowToon can be used to teach any subject; "it could be employed in an English class to demonstrate knowledge of Romeo and Juliet from a student's perspective, and even in an industrial arts class by demonstrating welding techniques."

### **2.3 Advantages of the use of PowToon**

Using media in the classroom indeed definitely affected students. The result of PowToon will be a product that combines the look or appearance of both PowerPoint and comic books. It is a fast and eye-catching way to deliver information or lessons to diverse students within a brief time. In general, PowToon allows individuals to display or present any topic of interest and share it with others. The viewers' attention is easier to draw if the presentation is well designed and require students (when assigned tasks connected to the presentations) to read and synthesize information to later be able to present it (Rioseco et al., 2017). On the same page, Tanduklangi (2021) stated that the PowToon application provides templates that teachers can use for their teaching presentation to 'animate' materials, including videos and music. In addition, teaching media can increase students' motivation and achievements in the learning process. Those advantages showed PowToon brings many positive effects for both students and teachers. It is creative and exciting media that can make students more interested in learning.

### **2.4 Disadvantages of the use of PowToon**

There are always disadvantages besides implementing media, so implement PowToon. According to Fisher (2017) The weakness of PowToon for a free user are a watermark on the video. The presentation is not automatically saved, which needs several steps to keep it. The interface seems cluttered needs an excellent internet connection. As a teacher, being creative and innovative should be part of them to overcome or minimize similar issues. Using media in the classroom should consider some aspects and have excellent preparation for great press.

### **2.5 Students' Responses**

In the teaching-learning process, it can be said that students' primary purpose is to help them reach their goals in learning. It is important to understand students' perceptions, views, or even responses toward the media used to each. By knowing students' responses, the teachers can develop more exciting or creative media to make students' learning experience even more effortless. Students' response in the teaching and learning process can be observed through several signs, such as their expression while joining the class, comment or

enthusiasm to something, difficulty degrees in understanding the learning material, even by how they listen to the teacher's explanation (Riyana & Susilana, 2007).

## **2.6 Previous Studies**

PowToon is quite famous in the education field. It has been used the most in various classroom as media or even tool to teach students. PowToon, some studies have been conducted (Puspitarini et al., 2019). They conducted an experimental study using PowToon as media. The purposes of their study were to analyze the process of developing Powtoon as video media, how the quality of the video developed and the effectiveness of Powtoon video media to improve learning outcomes in social studies. As an experimental study, the samples were 58 students divided into 29 students for the experimental class and 29 students for the control class. The result showed significant differences in learning outcomes between the control and experimental classes.

Meanwhile, Hari (2019) conducted Research and Development (R&D) study, which employed a descriptive qualitative method. In this study, he produced a video from PowToon as media to teach second-grade students. He found that both students and teachers positively responded to PowToon in learning activities. It showed that the animation video from Powtoon could attract students' attention, and their motivation was highly increased. Additionally, the teacher agreed that this media could help teachers in the teaching process.

A recent study conducted by Yuliani et al. (2021) implemented a qualitative study at one of the universities in Indonesia. This study focused on students' perception of Powtoon. There were 35 students involved; they were required to create a Powtoon video as one project in the class. The result reported that students enjoyed the class when creating the PowToon video. It was stimulating for them to use technology in their online class system and find more online media.

## **3.0 Methodology**

As the primary purpose of this study was to find out students' responses toward the implementation of PowToon in the EFL classroom, qualitative research has been used. According to Creswell (2014), the qualitative design addresses data collection, analysis, and writing, but they originate from discipline and flow throughout the research process. On the same opinion, Ary et al., (2010) argued that qualitative studies are a distinctive type of research in education and the social sciences that can produce vivid and richly detailed accounts of human experience. Thus, the use of qualitative design can assist the writer in gaining more information related to students' responses toward implementing PowToon in the EFL classroom. Furthermore, this study used a case study as a research method which is the most appropriate. Case study methods authorize the researcher to closely examine the data within a particular context. The core of case studies varies from

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exploring to investigating real-life phenomena by using detailed background analysis of a limited number of events, conditions and their relationship (Zainal, 2007). In addition, Yin (1994) described the case study method as "empirical exploration of modern phenomena in a realistic context. Also, when the boundary between the status quo and the context is unclear and when several sources of evidence are practised".

This study was conducted in one of the schools in a remote area located in West Kalimantan. Twenty-one students participated in the study and were required to fill in the questionnaire to collect information about students' experience in applying media in the classroom. Specifically, a close-ended questionnaire was used in this study, as Dornyei (2001) said that the close-ended questionnaire applied in research to increase the significant advantage that was their coding and tabulation was straightforward and leaves no room for rater subjectivity. In short, the main upside of a close-ended questionnaire was able to avoid personal problems on open questions. The questionnaire was adapted by Swamy (2020), it contained five questions with possible answers "YES" and "NO" and to avoid misunderstanding for participants, the questionnaire was both in English and Indonesian language. Due to the global pandemic currently happening worldwide where social distancing needs to be applied, the researcher used Google form to distribute the questionnaire. Some of the benefits of using an online questionnaire were that it was paperless and made the participants easier to access than answer the questions. In distributing these questionnaires, the researcher used social media like Whatsapp. The participants were given a link then asked to click on it first to open and answer the online questions presented in Google form. Their answers used automatically sent to the researcher' email after they had completed the questionnaire. The detailed questionnaire can be seen below:

NO	Questions
1	Do you like the use of media in the classroom? (Apakah anda menyukai penggunaan media di dalam kelas?)
2	Do you think media use in learning can help you understand the lesson? (Menurut anda apakah penggunaan media di dalam pembelajaran dapat membuat anda mengerti pembelajaran?)
3	Do you know PowToon media? (Apakah anda mengetahui PowToon media?)
4	Do you think the use of PowToon media is effective in the classroom? (Menurut anda apakah penggunaan media PowToon efektif di dalam kelas?)
5	Did you find any difficulties in learning with PowToon? (Apakah anda menemukan kesulitan dalam pembelajaran menggunakan PowToon?)

They aimed to gain more profound information about students' responses toward implementing PowToon while a semi-structured interview was conducted. As Cohen et al. (2005) believed Semi-structured interview is where topics and open-ended questions are written, but the exact sequence and wording does not have to be followed. This interview would give a chance to the participants to express their way in countering the questions. The data investigated in this interview were emphasized participants' opinions or statements about PowToon from data sources. In addition, the researcher has interviewed the participants who had experience being taught by using PowToon. However, due to time limitations, the researcher chose five participants to be interviewed.

The interview also had a specific purpose similar to a questionnaire. Moleong (2005) stated that the conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who answered the question. Using this interview was to obtain more information or data for research purposes.

Same reason when conducting the questionnaire, the researcher also used an online interview through Whatsapp call. Before the interview began, the researcher obtained consent from the participants to participate in the interview. In addition, the researcher informed the participants of the purpose of the study, the time for completing the interview and the plan for applying the result of the interview in the study.

The researcher recorded questions and the participants' responses using an audio recorder during the interview process. The recording gave an accurate record of the conversation needed for data analysis. Alternatively, the researcher also took brief notes during the interview. This procedure was helpful if the audio recorder malfunctions, even though everything was running well during the interviewee. Furthermore, the researcher needed to be ready with interview protocols. As Cresswell (2014) believed that the interview protocol contained instructions for the interview process, the questions to be asked, and space to take notes of responses from the interviewee. The researcher held on to questions and was flexible in following the conversation. In addition, the researcher involved sources in conveying ideas in-depth, while the researcher was a good listener during interviews. Finally, the researcher has completed the question for about five to ten minutes out of respect for the participants. Finally, researchers constantly adjust the schedule to the participants' spare time. In order to make the participant comfortable in answering the questions, the interview was conducted in the Indonesian language.

At the end of the interview, the researcher completed the interview session by thanking the interview and ensuring the participants were confident that they could have gotten the result after analyzing the data. Finally,

the recorded interview was transcribed into written form. The detailed questions in the interview can be seen below:

Table 1: List of interview questions

NO	Questions
1	What did you think about PowToon?
2	How did you feel about it?
3	What did you like best about PowToon?
4	Compare your experience with PowToon to experience, i.e., traditional ways of learning.
5	What suggestions do you have for improving the PowToon experience?
6	How can using PowToon video help you as a learner?

Modified from (Semaan & Ismail, 2018)

### 3.0 Data Analysis

The data collected should be analyzed, as explained by Moleong (2007), who described analyzing data as the process of organizing and putting consecutively into a pattern, category and unit to get the theme for concluding hypothesis based on data. The first tool was the questionnaire as the primary tool. It was distributed through a Google Form. Then in analyzing the data, it was analyzing used its platform. Meanwhile, in analyzing the data collected by interview, this study used three phases in analyzing qualitative research according to Ary et al. (2010), which were (1) familiarizing and organizing, (2) coding and reducing, and (3) interpreting and representing. In this study, the researcher conducted all phases to analyze the data. The detailed steps as explained below:

a. Familiarizing and Organizing

The first step that needs to be done is for the researcher to reread the note and listen to the audio recorded. Furthermore, the researcher must transform the audio and the note into the transcription. Finally, it would help the researcher arrange the data and read it. Finally, after transcribing all of the notes and the audio recording, the researcher could quickly review the data by the different types of information that occurred while interviewing and observing.

b. Coding and Reducing

Second step, the researcher is ready to sort and separate the data. Then, the researcher can start by giving code to the data into specific criteria. Finally, it was aimed to divide the needed by the researcher.



Subsequently, reducing the data will be divided by selecting points, separating the unnecessary data until all of the data is already separate. Finally, this step can help the researcher organize the data and focus on analyzing data.

c. Interpreting and Representing

Interpreting data is how the researcher explains and presents the outcomes of the data. In this step, the researcher will conclude and give the outcomes related to the research problem that the researcher wants to be analyzed.

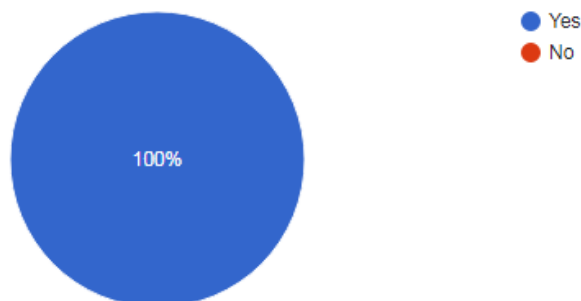
## 5.0 Discussion

### 5.1 Questionnaire

Based on the two instruments, the questionnaire was the first instrument used. The questionnaire was distributed to 21 participants. The detail of the result is as below:

1. Do you like the use of media in the classroom? (Apakah anda menyukai penggunaan media di dalam kelas?)

21 answers

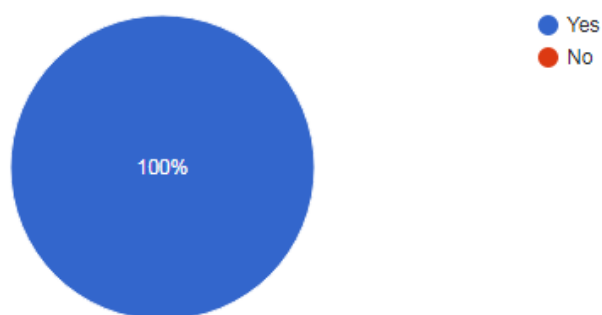


As can be seen, the first question discussed the implementation of media in the classroom generally. The result showed that all participants liked media use in the learning process, especially in the classroom. The result clearly shows that media usage in the classroom is one of the tools students find enjoyable while helping them understand the lesson.

2. Do you think the use of media in learning can help you in understanding the lesson? (Menurut anda apakah penggunaan media di dalam pembelajaran dapat membuat anda mengerti pembelajaran?)

21 answers

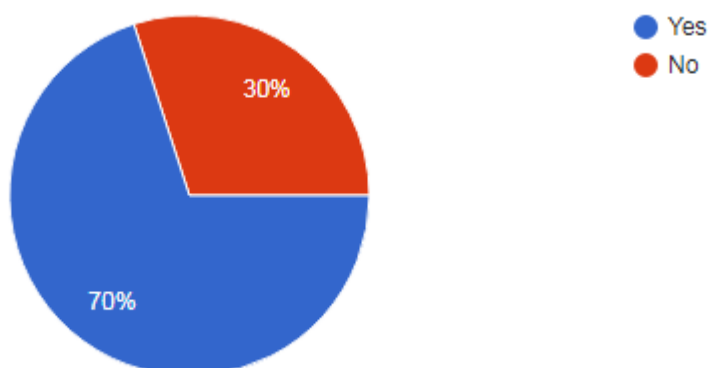
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In line with the first question, it seems the reason the participants liked to use media in the classroom is that media can help them understand the lesson. For example, media sources such as stories, videos, songs can provoke discussion between students or between students and teachers whilst also connecting the students with events in the real world for further self-understanding.

#### 3. Do you know the PowToon media? (Apakah anda tahu mengenai PowToon media?)

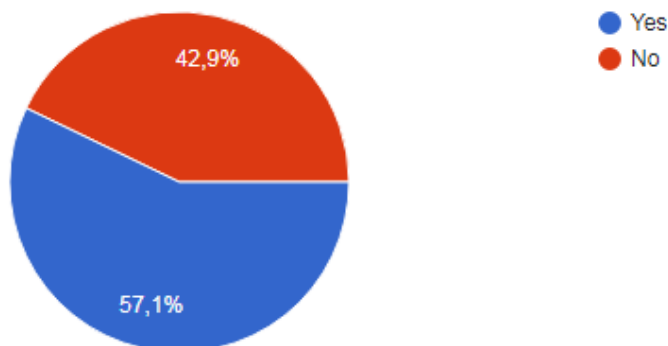
20 answers



Different from previous results, the third question was answered by 20 participants. As stated, this question was more specific and asked participants whether they knew what Powtoon is. Most participants were familiar with Powtoon, which 70% of participants chose yes; however, 30% of participants had no idea about Powtoon. The high number of positive responses to this question could be because PowToon is a user-friendly software that offers users to sign up for free just by using only email, unlike other animation based software that can be used for learning.

4. Do you think the use of PowToon media is effective in the classroom? (Menurut anda apakah penggunaan media PowToon efektif di dalam kelas?)

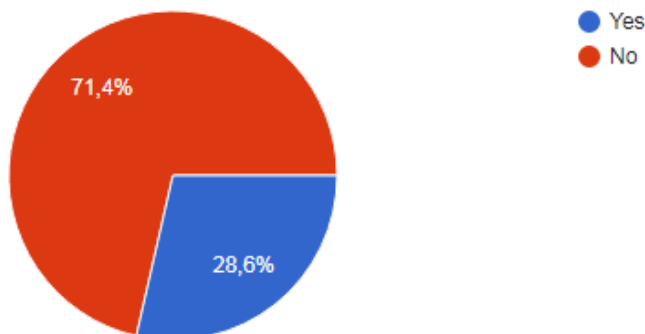
21 answers



The fourth question asked about the effectiveness of Powtoon in the classroom. There was no significant gap between both answers. For example, 42.9% of participants did not agree that Powtoon is an influential medium in learning. On the other hand, the rest of the participants in 57.1%, agreed that Powtoon could be used as media because Powtoon is effective in the classroom.

5. Did you find any difficulties in learning with PowToon? (Apakah anda menemukan kesulitan dalam pembelajaran menggunakan PowToon?)

21 answers



The last question was about the difficulties in learning using Powtoon. In this question, most students did not face many difficulties when being taught using Powtoon. The 71.4% positive answers received on this question is because PowToon does not just provide static graphics. However, PowToon provides visual  
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characters and animations to stimulate students' senses while learning, making the material learnt easier to understand.

From all the answers above, it can be summarized that students agreed 100% to questions 1 and 2. Both questions generally focus on the concept of the application of media in the classroom. They liked media usage in the classroom, and they believed that using media could help them learn. However, when it came to PowToon, as in question number 3, 30% of students answered "NO", which meant they did not know what PowToon was and had never experienced learning using PowToon. Instead, questions 4 and 5 revealed whether or not students find difficulties in learning using PowToon. 55% of students agreed that PowToon was effective as media in learning. Besides, it also demonstrated that only 28.6% students found difficulties learning using PowToon. Therefore to conclude, students like the application of media in the teaching-learning process because it assists them in absorbing learning material easier.

## **5.2 Interview**

In order to find more information and strengthen the data for this research, an interview was conducted. There was some point that can be concluded from the result of the interview, which is described below:

### **Students' opinion toward the use of PowToon in EFL classroom**

There were various answers from the participant. However, all of the answers were positive feedback. Most students said PowToon was a great medium; it helps them learn. After all, it made them understand the lesson easier because it contained some points and not much text, making them bored.

“PowToon video explained each important points and there was not a lot of texts that can make the viewer get bored (*Video PowToon menjelaskan poin-poin pentingnya dan tidak terlalu banyak text yang membuat penontonnya bosan*).”

Since they rarely seem to be taught to use some media in the classroom, they argued that PowToon brought a new experience, especially with technology like laptops, speakers, and projectors. In line with this data, Sutisna et al. (2019) also stated that students' understanding is vital in the learning process. It encouraged them to improve their abilities by understanding the information delivered by the teachers. It can be different when students learn with a new media, for instance, a piece of software that they may have never seen before or video animation or PowToon, to be exact. Moreover, learning a new thing can influence students' understanding of teaching-learning.

### **Students' impression toward PowToon**

The implementation of media in the classroom, primarily PowToon, affected students' feelings. As a human, the surface is a natural part. It can affect what activity is currently being carried out. The result showed, PowToon mostly made students happy and excited. They felt the atmosphere in the classroom changed when the teacher used PowToon. It was more fun and relaxed because they had the opportunity to watch an exciting video and study simultaneously.

“The use of PowToon in the classroom made the lesson easier because the unique animation, fun and creative made me easier to understand and it also made me happy in the process of learning (*Penggunaan PowToon di dalam kelas membuat pelajaran bahasa inggris lebih mudah karna animasinya yang unik, lucu dan creative membuat saya lebih memahami dan sekaligus senang dalam process pembelajaran*).”

As Rambe and Saragih (2016) stated, video is one of the interactive ways to excite students to learn something. By highlighting that audiovisual media such as videos, films, and slides can help teachers carry out and maximize the teaching and learning process. In the same line, Sutisna et al. (2019), in their research, found that the learning process for eight of the nine students interviewed was pleasant. The students enjoyed the learning narrative text session because of the animations made.

### **Students' perception toward PowToon**

There are many features in PowToon. First, the teachers can create their videos as creative as possible, based on participants' answers. Second, they liked the video because of the music and the animation. Third, the illustration made it the students easier to understand the material. Finally, it delivered the materials nicely, and the various picture or spirits were great.

“I am so comfortable with the animations because there is supported ilustration (*Saya sangat nyaman dengan animasinya karna ada ilustrasi pendukungnya*).”

It was similar to Puspitarini et al. (2019) who mentioned that "This PowToon application is almost the same as the PowerPoint application that is commonly used to make presentation media. The way it works is by filling in existing slides with presentation material. Then slides containing material are combined with animations and transitions to make it more interesting. The difference is in the existing animated characters. In PowToon, various types of animated characters can support the material presented. Various animated characters will also make the material delivered appear more interesting".

### **Students' comparison between PowToon and traditional ways of learning**

Using technology seems quite rare in a remote area. It could be seen from the answers of participants. They said that PowToon created a new experience for them. In addition, when they were being taught using the traditional method of learning media, it took them a pretty long time to understand the material. However, when the teacher used PowToon, they understood the material in a short amount of time, or it can be said that it made them easier to understand the material when they watched it. Sometimes, they felt boring when they just read and did their task in the book. It was also quite monotonous if the teachers just explained with a whiteboard.

“For learning using traditional technique is the same, it also can be understood, but sometimes it need more time than PowToon video which more efective and saving the time, which more short but clear and complete, easier to be understood. (*Untuk belajar teknik normal itu sama saja, bisa dipahami juga, tapi biasanya butuh waktu yang lebih lama dari pada video PowToon yang lebih efesien dan lebih hemat waktu, yang lebih singkat tetapi jelas dan lengkap, mudah di pahami.*)”

As Buchori and Cintang (2018) believed that creative thoughts and ideas would develop and improve if learning technical subjects in the classroom uses appropriate learning approaches such as PowToon.

### **Students' suggestion**

PowToon is an exciting medium. However, it needs teachers to create or choose an appropriate video. The participants argued that sometimes the videos were too fast and too many animations or characters could distract their focus. Most of PowToon's videos are also relatively short for animation videos. The participant suggested that in providing the video, the teachers can make it a Lil bit longer. “For suggestion, usual PowToon video has time for 3 until 5 minutes, in my opinion, it is quite short for animation videos. So, my sugestion, for adding a lil bit time like maximum 10 minutes. (*Untuk sarannya, biasanya video PowToon kan durasinya sekitar 3 sampai 5 menit, nah menurut saya itu lumayan pendek untuk video animasi. Jadi sarannya, untuk ditambahkan sedikit durasi seperti 10 menit maksimalnya.*)”

It is similar to the study by Sutisna et al. (2019), which found that students had difficulties finding the text's information because the animation video was too fast.

### **Students' view**

The features of PowToon make it looks so exciting and unique. The participants stated that besides the animation video material, PowToon also increased their motivation and developed their creativity. The video

with animation and sound could attract their attention; it helped them study various methods, especially technology. Especially in the pandemic era, where the students need to learn from home, many teachers ask them to watch videos. Unfortunately, some of the videos are not clear and too long then sometimes the students use PowToon, which has animation and good quality.

“As student, because of the pandemic and study from home, a lot of teachers share lesson videos from youtube but sometimes the video is not clear or too long or the voice is not clear, we can use video from PowToon with animation and better quality than other videos. *(Sebagai pelajar, karna dimasa pandemic dan belajar dari rumah, banyak guru guru yag membagikan video pelajaran dari youtube tetapi kadang videonya kurang jelas atau kepanjangan atau kurang jernih suaranya, kita bisa pakai video yang dari PowToon dengan animasi dan kualitas yang lebih baik dari video lainnya.)*”

This result was in line with a study by Syafitri et al. (2018) which stated that PowToon as digital media could improve students' learning motivation.

## 6.0 Conclusion

The implementation of technology in the classroom should be standard. Nevertheless, it should be different in a remote area even though it was just simple technology such as video animation, laptop and projector. The students viewed it as excellent and exciting media due to the lack of technology in their classroom. They have been being taught to use traditional media, for instance, books and whiteboards. The students' responses on the implementation of PowToon in EFL classrooms, particularly in remote areas, showed a positive result. Most of the students seemed so attracted to PowToon that it brought a new experience to their learning process. In addition, it also motivated and helped them to understand the lesson, particularly in English lessons. They argued that the features in PowToon, such as animation, images, GIFs and sound, made PowToon an exciting medium in the classroom. However, they also found difficulty when watching the videos, which was too fast. Finally, they suggested the speed of the video should be pretty slow because they needed a few minutes to read the materials.

Finally, it could be concluded that PowToon could be an exciting medium for teaching and learning English as a foreign language to make students enjoy the classroom. The findings of this study strengthen the fact that using technology in the English classroom was good incorporation. It was beneficial for teachers to have modern media to teach in the classroom and for students to give them new experiences learning. This study has also proven that students appreciated modern media, even simple ones like PowToon. In this modern era, this study would be used for English teachers to develop their creativity in creating media to teach, especially

when it is incorporated with technology. It was crucial for teachers, mainly those teaching in remote areas, to introduce and make students familiar with the technology by applying modern media in the classroom to create a new experience for students. Consequently, they will not see that the study session does not just use whiteboard and book, but there are also other supported media such as modern media. However, the teachers should consider appropriate media and students' needs in applying media.

Additionally, for researchers interested in conducting a similar study, the data from this study can be one of the references. Finally, as technology is constantly improving years by years, it suggested that study exploring the corporation technology in the classroom also keeps being conducted, particularly in remote areas where technology usage in the classroom seems quite rare.

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