

**THE USE OF POWTOON TO TEACH EXPRESSING OBLIGATION, PROHIBITION,  
AND SUGGESTION**

**BEST PRACTICE**



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**2023**

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### STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 19 Mei 2023

The Writer



Shafira Isna Mindaning Tiyas

17322032

## **MOTTO**

“Our greatest glory is not in never falling, but in rising every time we fall.”

(Confucius)

## DEDICATION

Appreciatively, I dedicated this best practice to myself, my family, my lecturers, and others especially:

1. Allah SWT
2. My beloved parents Mr. Nuryanto, Mrs. Mutmainnah, my husband Salma Kurniawan, my daughter Clarissa Keyrazeline Ayudisha and my sibling Firda Faizal Bashir and Adelia Pramundita.
3. The head of English Language Education Department Miss Puji Rahayu, S.Pd., M.LST., Ph.D.  
also my best practice supervisor all this time Miss Astri Hapsari. S.S., M. TESOL. may Allah give the suitable rewards for them.
4. All my friends in English Language Educational Department.
5. All of lecturers or staffs in English Language Education Department


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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah, the Most Gracious, the Most Merciful. Sholawat, and greetings may always be poured out to the Prophet Muhammad SAW, and the author would like to thank the author's parents who always support and pray for the author to complete the thesis as one of the requirements to complete his studies and obtain a bachelor's degree in the study program of the Department of English Education Faculty Psychology and Socio-Cultural Sciences. at the Islamic University of Indonesia. The author's deepest appreciation and gratitude go to Miss Astri Hapsari..S.S., M. TESOL as the supervisor who has helped the author in every process of writing the thesis and thanks to the lecturers and staff of the Department of English Education, Indonesian Islamic University who has provided knowledge.

The author realizes that writing this thesis is still far from perfect but is expected to be useful not only for writers and teachers but also for readers. Therefore, the authors ask for suggestions and criticisms that are built for perfection and may be useful for all of us.

Yogyakarta, 19 Mei 2023



Shafira Isna Nindaning Tiyas

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# **THE USE OF POWTOON TO TEACH EXPRESSING OBLIGATION, PROHIBITION, AND SUGGESTION**

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## **ABSTRACT**

This best practice aims to describe the use of PowToon in teaching English knowledge on expressing Obligation, Prohibition, and Suggestion in the 8th grade of junior high school. The author implemented a scientific approach as my pedagogical approach in teaching in which PowToon was used in question stage. From her reflection after doing the practice, Author learned that PowToon as a learning medium could facilitate students' understanding in using knowledge to express obligation, prohibition, and suggestion in English. As a suggestion for the next internship, pre-service teachers must have many techniques to apply PowToon so that students are more involved in the learning material that will be taught.

*Keywords: PowToon, English knowledge, Expression of Obligation, Prohibition, and Opinion*

# CHAPTER I

## INTRODUCTION

### 1.1 Teaching Context

The author has experience teaching English in Islamic junior high schools. This is a program of the Department of English Education for pre-service English teachers in seventh semester. The program was conducted in two stages. The first stage lasted for one week. In the first stage, the author observed school activities, especially teaching, and learning activities. The second stage is teaching practice, which is conducted for one month. Judging from the students' backgrounds, almost none of the students came from the local area. They commute to and from their parents or siblings or take their own bicycles to school. Before the lesson started, they greeted the teacher who welcomed them. Judging from their ability to speak English, they had low-motivated students. From the author's observations, there are students who still must interpret English words, but there are also students who have highly motivated, but they have difficulty explaining the meaning of the words or explaining the actual meaning in the sentence in question. However, this class contains students who have higher grades than other classes.

When the author was teaching, it was during the pandemic that all teaching and learning activities were conducted online. Because learning is carried out online, with an average student's ability to be low in learning engagement, only a few students responded to the teacher during online learning. The author used a deductive approach recommended by the supervisor. In one month, the author taught Class 8a four times. The author was asked to provide material on the obligations, prohibitions, and suggestions. There was also one piece of material that the author provided at the 3rd meeting, namely the invitation material. In four meetings, the author

was asked to provide a daily review at each meeting after providing the material so that the students had additional activities and values.

## **1.2 Consideration in Using PowToon as a Learning Media**

With online learning conditions that have just been implemented in Indonesia, there are still many obstacles for writers and teachers. Many things must be changed, especially the media used for delivering materials to students. The media that must be used must also be designed so that it is effective in conveying material to students. Farani (2012) stated that the use of multimedia computers one of the popular methods in designing English language learning. Multimedia computer programs have a positive effect in visualizing English concepts by combining text, images, sound, video, or animation. Therefore, PowToon was used as the teaching medium for the students. According to the author, using PowToon in learning is more effective because there are images, text, and sound. PowToon is a video that makes it easy for students to access and watch to understand the material presented that day. PowToon is like a video, so students can play it at any time and as much as they like to replay the material being taught. The author then uploaded PowToon to Google Classroom. The author uses PowToon to teach at school because most of the students there have low motivation, so the author uses PowToon. PowToon is like videos, allowing students to learn and understand the material, just as in class.

## CHAPTER II

### CONSTRUCT OF THE TEACHING PRACTICE

#### 2.1 PowToon as a learning media to teach English.

Online learning is still not familiar in some circles of Indonesian society, which makes teachers and students still experience difficulties. Teachers must brain racking to prepare easier and more effective media to make it easier for students to better understand the material being taught. With this kind of learning, the teacher must choose the right media so that the learning process is in accordance with the learning objectives. The achievement of the learning process efficiently and effectively starts from the selection of the right learning media (Puspitarini et al., 2019).

Obligation, prohibition, and suggestion material is an expressing study that is included in basic competency 3.3 in the Ministry of Education and Culture. Obligation, prohibition, and suggestion each have a social function. The obligation is a state of obligation to do or pay for something. Obligation can be described as something that you have to do. Prohibition can be described as the act of not allowing something to be used or performed. Suggestions are proposals offered for acceptance or rejection. It is an idea, plan, or action as one chooses to do. Obligation and prohibition both use "Have to" and "Must". But the use of "Have to" usually refers to regulations or laws. Also, the use of "Mustn't/Must not" in prohibition usually refers to regulations or laws (Robert & Brown, 2004)

The use of PowToon in the material on obligation, prohibition, and suggestion is very suitable. Because the material does not discuss too much information, only a few rules for

using this material. This material uses a lot of examples of sentences, so the use of PowToon is considered quite effective for learning media.

One alternative used to deliver material is PowToon. PowToon is a tool used by creators to create animated presentations. PowToon provides a slideshow presentation which will later be displayed like a video. PowToon is good software for teaching many subjects, especially English (Megawati & Utami, 2020). So, by using PowToon students can learn in a fun way. PowToon can attract students' attention because there are interesting visualizations such as funny animated images and attractive fonts, we can also add images or videos to the slideshow, not only audio in PowToon we can also add our voices.

According to Ningsih (2012), making PowToon is relatively easy because making PowToon is almost the same as making PowerPoint, such as making slides containing text, images, sound/music, animation and even adding videos. It's just that in PowToon we must add a duration to each slide, to set how long the slide will run. Ningsih (2012) also believes that PowToon videos have a high influence on student learning motivation. seen from the activity, desires, interests, and attitudes of students. However, teachers must also improve their competence in teaching and motivate students to take part in group discussion and independent study training.

According to Yuliantini (2021), the use of PowToon is highly recommended as a learning medium. In the results of her research, teachers responded to the effectiveness of PowToon in the learning process. PowToon can make it easier for students to learn English and improve 4 skills in English. PowToon not only teaches 4 English skills, but PowToon can also increase interest in learning English (Yuliantini, 2021). However, teachers must also use other media

besides watching videos, teachers can use other media such as pictures, newspapers, magazines, etc.


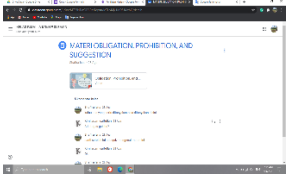
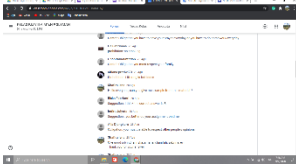
## **2. 2. Scientific Approach to Teach EFL**

In the 2013 curriculum, learning with a scientific approach is quite effective, especially in the pandemic era, which requires the learning process to use technology. The use of a scientific approach method strongly supports the 2013 curriculum which is the right answer to the challenges of technological progress and globalization (Ratnaningsih, 2017).

The scientific approach emphasizes the learning process as a consideration, not just learning outcomes as a result, so this approach requires students to be active in the learning process to present information. In line with that, Zhu (2012) said that when teaching English, the teacher takes on the roles of the organizer, instructor, and manager while the students serve as the process' focal point and target audience. where teachers help students and students engage in selected learning. By segmenting the learning process into phases or stages that offer comprehensive instructions for conducting students' learning, this method enables teachers to enhance the learning process for their pupils (Zaim, 2017). Online learning makes it easier for them to explore further the material provided, students not only learn from the material provided by the teacher, but students can also search for it on the internet themselves. Then students can share with their friends through the media that the teacher has provided.

## **2. 3. Conceptual Framework**

The scientific approach encourages students to be able to observing, questioning, experimenting, associating, and communicating (Ratnaningsih, 2017).

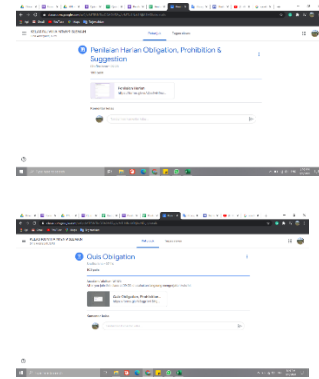
No	Syntax	Activity	Picture
1	Observing	The teacher sends a PowToon video of obligation, prohibition, and suggestion material on Google Classroom after the teacher greets students in class.	
2	Questioning	The author asked the students.	
3	Experimenting	Students provided examples of the material studied and then wrote them in the Google Classroom comments column.	



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4	Associating	Students do quizzes and at the next meeting, students do daily tests. they work on the Google Form attached to Google Classroom.
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5	Communicating	-
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Table 1. Example of Scientific Approach

From the description above, it is intended to be following the objectives of the scientific approach. However, what happens during learning is of course there are obstacles one way or another. In the picture above the interaction of students and teachers occurs in Google Classroom and there is also WhatsApp held by field supervisors.

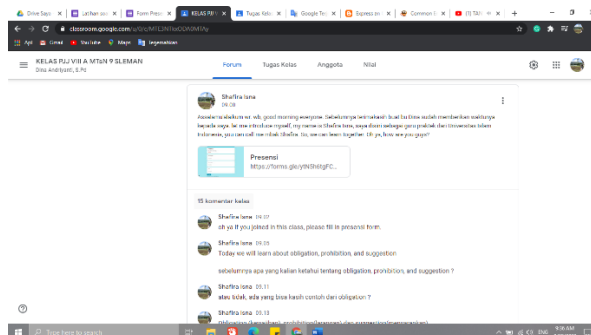
## CHAPTER III

### IMPLEMENTATION OF THE TEACHING PRACTICE

The focus of this chapter is to explain how PowToon is used to teach obligations, prohibitions, and opinions in Grade 8 junior high schools at the scientific approach question stage. However, the author also explained what the author did at each stage of the scientific approach that the author chose as the author's pedagogical approach. In accordance with the supervising teacher's advice, the video is only 02:28 minutes long, so that students do not get bored. The use of PowToon media helped the students improve their English learning skills. Because PowToon is interactive, it has several features, such as attractive images and fonts that attract students' attention, and PowToon also trains students' skills in learning English (Yuliantini, 2021).

#### 3.1 Activity 1: Introduction

At the first meeting, the author greeted students in Google Classroom at 09.30 according to the lecture schedule. Initially, the author greeted them and included a Google Forms for attendance. The author was also assisted by the supervisor via WAG so that the lecture could be faster and could be continued to the next session according to the instructions given by the supervisor.



*Figure 1 Greeting and give instruction in google classroom.*

At the first meeting the author did not give any rules because this was an online class, the author only needed to control the students to always stand by in Google Classroom and carry out the instructions given. The author-controlled student attendance via Google Forms to ensure that students attended first so that they could continue learning in the next session. At the beginning of the lesson, there were still some students who had not participated, so the author had to postpone giving the material to the students.

### **3.2 Activity 2: Observing**

The author started teaching by greeting students in the comments section of Google Classroom. The author asks, "Do you know about obligations and prohibitions?" and "Try giving examples of the material above" there was little interaction but when the author asked for examples many students gave examples.

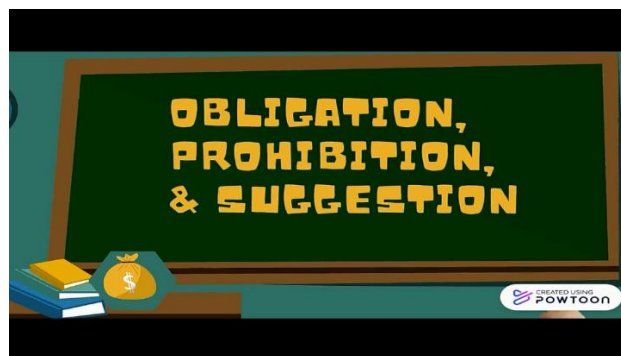


Figure 2 Tittle material

Subsequently, the new author provides learning material in the form of videos from PowToon, which contain understanding, linguistic structures, and examples.



Figure 3 Subtitle

Because there are three materials in this KD, the author divides the text into two parts: the obligation and prohibition section and the suggestion section.



Figure 4 Example in beginning material

After the subtitle slide, the author provides several examples of both as a warm-up before discussing the definition and use of the text.

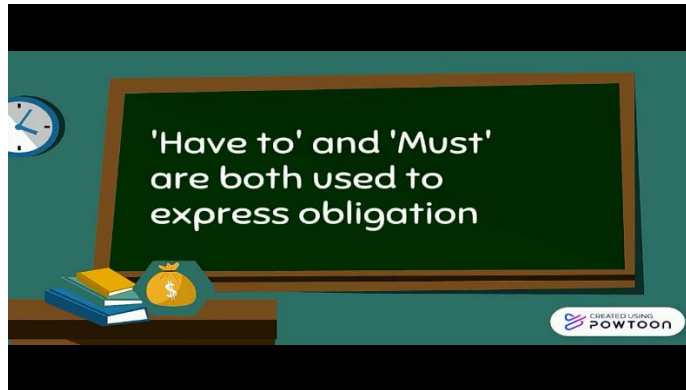


Figure 5 Term and use



Figure 6 Term and use

In the picture above the author shows the use of the words "must," "must," "must not" in obligations and prohibitions, because these words are used in different situations and conditions.

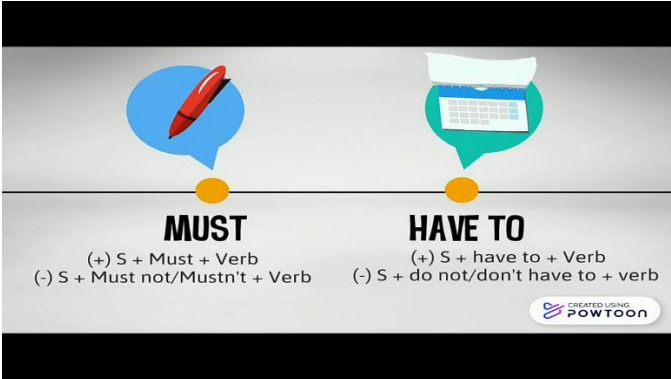


Figure 7 Formula

The author continues to provide linguistic structure formulas based on the advice of the supervisor. Thus, students understood when applying.

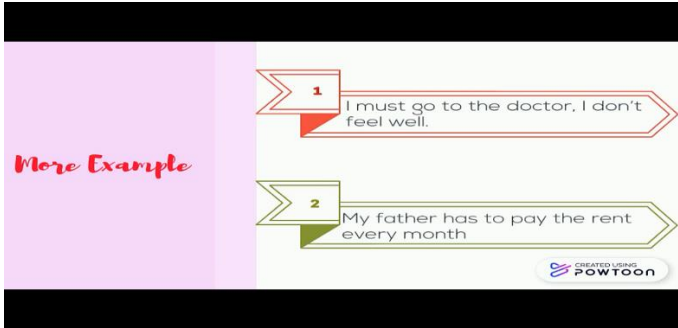


Figure 8 Example

Apart from the examples above, which are used to stimulate students' knowledge, the author also adds several examples of obligation and prohibition texts at the end of the obligation and prohibition subchapters.

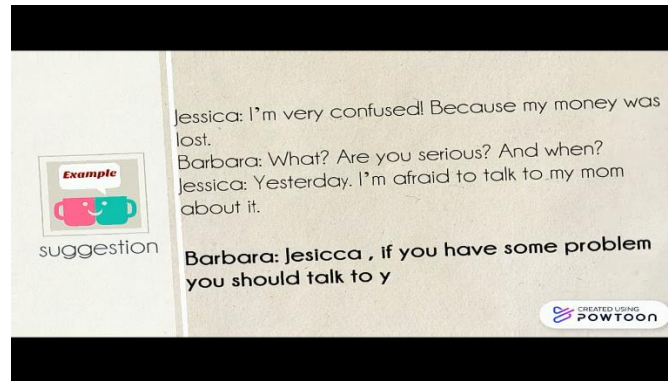


Figure 9 Example for suggestion

In the suggestions section, the author only provides a few examples to attract students because the upcoming meeting will also have KD. The next chapter discusses this in more detail.

### 3.3 Activity 3: Questioning

In the questioning session, because no students asked about the material, the writer changed the role of the writer who asked the students. The author asked, "if there were any questions?"

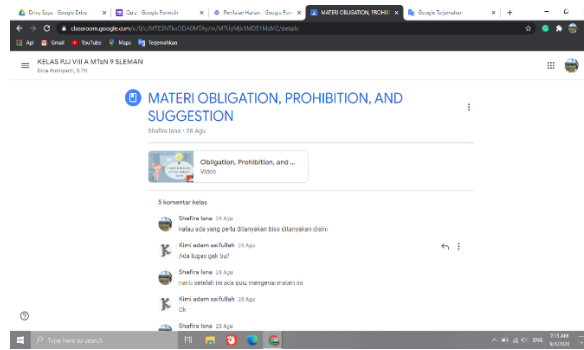


Figure 10 The author asked the students

### 3.4 Activity: Experimenting and Associating

After watching the video, the author instructs students to give examples from the video provided by the author. The author instructed students to provide examples that they knew in the comment's column, and several students contributed by providing examples. However, some students still make mistakes when giving examples.

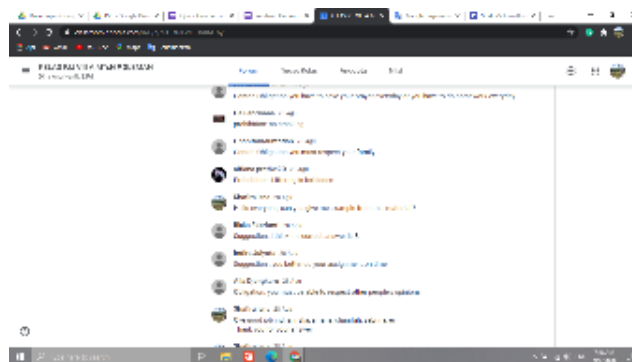


Figure 11 Example from students

After providing the material, the author gives the students rest time and then continues with a quiz suggested by the supervisor. For the quizzes, the difficulty level was below the daily assessment difficulty level. Quizzes were used to determine the students' understanding



of the material presented that day. Many students were less careful answering questions at the time of the quiz, resulting in an average score of 6.25.

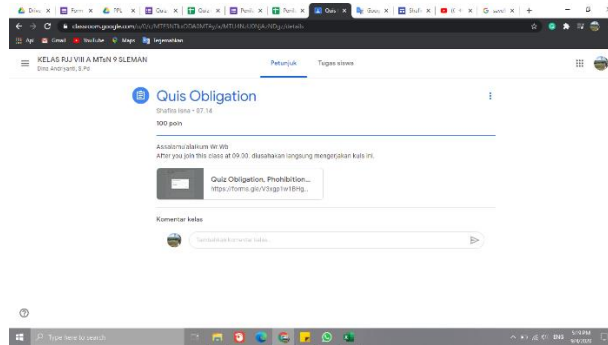


Figure 12 Instructions for quiz

To conclude the learning of this material, at the behest of the supervising teacher, the author provided a daily assessment that was always held at the next meeting after the presentation of the material. Daily assessments of the course made the levels more difficult than the quizzes given after the material. This daily assessment was used as an additional assessment tool.

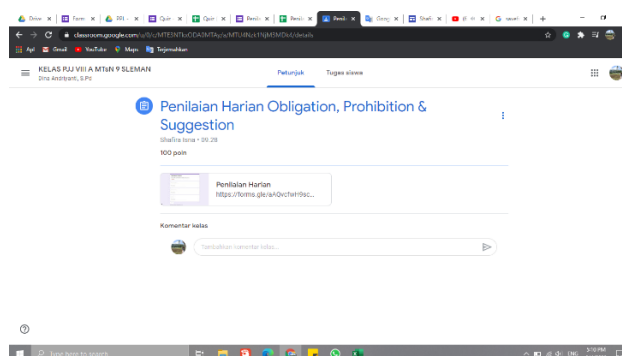


Figure 13 Instruction for daily test

### **3.5 Activity: Communicating**

The author stopped communicating during the communication session because learning stopped after giving the daily assessment.

According to the author, using PowToon is effective for providing short materials, such as dialogue materials. This is because PowToon uses the duration of each slideshow. Providing long materials such as descriptive text and narrative is not recommended because there will be many explanations in each slideshow, making the presentation very long and less interesting. In this way, it will be worrying that students get bored watching PowToon.

## **CHAPTER IV**

### **CONCLUSION**

#### **4.1 Conclusion**

Due to the pandemic situation, schools are required to carry out teaching and learning activities from home. From the activities I did during the internship program, I saw that most of my practice fully used online multimedia to deliver the material. I use PowToon as a learning medium that makes it easier for students to learn the material. PowToon also makes it easier for students to repeat or watch at any time because PowToon is the same as the video. This practice was also only carried out once which should have been done twice so that many strategies had not been implemented by the author because the author's second opportunity for teaching practice was used for daily tests at the request of the field supervisor.

#### **4.2 Recommendation**

As a suggestion for the next internship, pre-service teachers should have many methods and strategies to apply PowToon and google classroom so that students are more involved in the material to be taught. Especially in online classes because online classes will usually find many challenges.

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Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud, Revisi Tahun 2017.

## APPENDICES

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

**Nama Sekolah** : MTsN 9 Sleman  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/1  
**Materi Pokok** : Obligation, Prohibition, and Suggestion  
**Alokasi Waktu** : 3 jpl per minggu @ 30 menit

#### A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)

4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### B. Tujuan Pembelajaran

1. Melalui pemberian materi pada Powtoon, peserta didik dapat mengenali unsur kebahasaan teks khusus dalam kalimat Obligation, prohibition
2. Melalui kegiatan Latihan soal/quiz, peserta didik mampu menggugurkan modal yang tepat pada obligation dan prohibition.

3. Melalui pencarian poster sederhana, peserta didik dapat menerapkan fungsi social dan unsur kebahasaan pada teks obligation dan prohibition
4. Melalui pembuatan kalimat pendek, peserta didik dapat mengaplikasikan fungsi social, struktur teks, dan unsur kebahasaan terkait dengan obligation dan prohibition
5. Melalui teks dialog pada suggestion, peserta didik dapat mengetahui fungsi social, dan unsur kebahasaan pada teks suggestion.

### C. Materi

Obligation, prohibition, and suggestion

### D. Langkah-langkah pembelajaran

No	Skenario	Durasi waktu
<b>Kegiatan Pendahuluan</b>		
1	Peserta didik membuka kelas, mengisi presensi pada kolom komentar stream	10 menit
2	Peserta didik membaca pengumuman yang ada pada <i>Stream</i> , yang berisi sapaan guru dan informasi rinci tentang pembelajaran yang akan dilaksanakan	5 menit
<b>Kegiatan Inti</b>		
3	Peserta didik membaca materi dalam PPT yang sudah di berikan Di Stream	15 menit
4	Peserta didik menanyakan hal hal terkait dengan materi yang diberikan melalui <i>Stream</i> di GC.	5 menit

5	Peserta didik mencari poster sederhana mengenai obligation dan prohibition	5 menit
6	Peserta didik melengkapi kalimat dengan kata yang tepat pada google form yang telah di sediakan di stream. (quiz)	10 menit
7	Peserta didik membuat kalimat sederhana dari teks obligation dan prohibition.	5 menit
<b>Kegiatan Penutup</b>		
8	Peserta didik membaca informasi guru tentang rencana pembelajaran selanjutnya dan berdoa untuk mengakhiri pembelajaran	5 menit

### E. Penilaian

Sikap : Observasi ketepatan tugas peserta didik untuk menilai ketekunan

Pengetahuan : Quiz dan poster untuk mengetahui penguasaan peserta didik mengenai fungsi sosial, struktur teks dan unsur kebahasaan

Sleman, Juli 2020

Guru Pembimbing Lapangan

Peserta PPL

Dina Andriyanti, S.Pd

Shafira Isna