

# The Effect of Pawtoon Video on Students' Reading Ability

**Nuri Ati Ningsih<sup>1</sup>, Rengganis Siwi Amumpuni<sup>2</sup>**

<sup>1,2</sup> Universitas PGRI Madiun

[nuribasir.nb@gmail.com](mailto:nuribasir.nb@gmail.com), [rengganissiwi@unipma.ac.id](mailto:rengganissiwi@unipma.ac.id)

**Abstract** : This reserach purpose is to know the effect of pawtoon video on students' reading ability. Quasi experimental design is used in this research. The subject of this research consisted of 21 students. Test was used to collect the data in this research and the data was analyse by using paired sample T –test. The result of this research showed that there is a significant effect of pawtoon video to the students' reading ability. The significant value is 0.000. So, the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>a</sub>) was accepted. It can be stated that there is significant different on students' reading ability before taught by using Pawtoon video and after taught by using Pawtoon video. So, it can be stated that Pawtoon video helps the students better in the reading ability.

**Keywords:** *reading, pawtoon, video*

## Introduction

Comprehending and understanding the content of the English text become the great problem having by the students of the English Department. The problems refer to some difficulties faced by the students in getting the meaning of the text and they are learn a foreign language (Grabe, W. & Stoller, FL: 2013). This condition indicates that they have low ability in reading English literature. It is very crucial to be solved as soon as possible seeing that reading is the fundamental skill in learning process and in all aspect of life. To solve the problem, the lecture have to be able to select not only the teaching strategies but also teaching media. In doing so, they have to consider also the students' characteristic and the development of environment in order to they can catch the material easily.

Related to 4.0 era, the lecture must integrate technology in teaching learning process. It becomes the primary issues recently that using technology to teach various subject has been not only so succesful but also very beneficial for lecture to reach the specific goals in education, especially for teaching a foreign language and literature. Video is one of technology which frequently used and widely available in web as a teaching media can be used in teaching language, specifically to teach reading. How a video can be used as an interested and valuable teaching media will depend on the creativities of the lecture in combining video material with the objective of the learning process. In this study, the researcher try to combine technology and teaching material in the form of Pawtoon video to teaching reading.

So, this research addresses the impact of Pawtoon video on students' reading ability. It has purpose to know the effectiveness of Pawtoon video on the students' reading ability.

## Method

This research uses quantitative research. Creswell (2009) states that quantitative research means for test theories among variables. This research is quasi experimental and uses pre and post-test design

The researcher chooses the sample randomly so all classes had same chance to be selected. Subject of this research consisted of 21 students of first semester of English teaching department, UNIPMA Madiun with the details of 12 female and 9 male with heteregoneous character.

Data collection is used to find students learning outcomes. The data obtained from the results of students' pre-test and post-test and have been assessed using the scoring rubric. Creswall (2009) states that the type of statistical analysis that used during the experiment is descriptive statistics and inferential statistics. In this research, the researcher used inferential statistics with the aim of analyzing sample data and the results were applied to populations using t-test which requires a homogeneity and normality test. The researcher used reading test for the student in collecting data. Reading tests are used to measure the students' reading skills using the reading scoring rubric

In this research, the researcher using SPSS (Statistical Package for Social Sciences) to analyze data. It is a data statistical analysis tool which has a very versatile and informative data processing and used in statistical analysis of data

### ***Main Part of the Review Article***

The students have to learn all the language skill maximally, it involves reading, listening, speaking and writing. Among those skill, reading comprehension tends to be the crucial skill for the students in academic context. The students have to empower themselves to relate their background of knowledge or experience with their cognitive level to predict the meaning and understand the content of the text. Grabe, W. & Stoller, FL (2013) proposes that reading supposed as a sophisticated cognitive process has many varieties at multilevel approaches depend on the learners' motivation, activities, goals, and language strategies.

Goal of teaching can be achieved by creating an effective learning condition. It can be available by choosing an appropriate teaching method/strategies, material, and teaching media. The use of an interesting and up-to-date teaching media can help teacher to construct an effective classroom situation. Choosing teaching media must relevant with this current era. Video is one of a suitable teaching media in digital era. Video are a good tool in helping learners to improve their language skill. They provide the learner with new content and language (Burt: 1999). There are some types of video can be used to teach language in classroom activities. It can be created by the lecture him/herself or even can be taken from television or you tube. The using of video in language classroom activities can motivate the student interest. It also helps learners to predict the information, infer idea and analyze the text that involved in the class through video instruction (Canning, C & Wilson, 2000).

How a video can be used as an interested and valuable teaching media will depend on the creativities of the lecture in combining video material with the objective of the learning process. Based on <https://warwick.ac.id> some stages can be used by the lecture in conducting the classroom activities by using video. Those stages involve;

### ***Choose the right video***

The main part is to match between videos and your language learners. The level of concentration span and motivation, the right level of video for your language and it is helpful to think of a video in a task.

### ***Before you view***

We need in introducing, preparing and creating a context for the video.

***During the viewing***

Decide whether you want to play it all. It can be a good idea to pause and elicit from learners what is going on happening next and checking their understanding of the point.

***After the viewing***

The main teaching point in your video clip may inspire students creation or further exploitation. Students may make a response or remix the source video, continuing the creative cycle.

Therefore, video is considered as a teaching media which able to motivate, help and attract the students’ attention quite.

Pawtoon is an internet – based audio visual media which can be presented in the form of you tube video or power point. It proposes some media options including animated images, cartoons, graphics to produce an interesting media presentation. Pawtoon offers a variety of media options to create interesting lesson plans that address visual and auditory learners while following a logical sequence (Semaan, C.& Ismail, N . 2018). Pawtoon video for teaching can be created and downloaded from you tube by the lecture based on the teaching goal.

Related to the use of Powtoon video for teaching, the previous studies were done by several researchers. Saed, A., & Shahi, Y. (2018) investigated the significant of video in EFL reading ability. The finding suggests that video had a significant effect on reading ability of Iranian EFL learner. Semaan, C &Ismail, N (2018) tested the effectiveness of Pawtoon video in EFL class and the possibility of using it in project based learning. This study came with the positive effect on the learners’ level, comprehension and language acquisition. Pawtoon leads students to dig up their basic skills to be succesful citizen in this global era. It also offers some positive impacts on the student’s ability , such as (1) through Pawtoon , the students are better able to follow-up the teachers’ explanation to graps the concept; (2) Pawtoon made up the steps towards teaching higher – order thinking skills like critical thinking, summarizing, and problem solving (Semaan, C.& Ismail, N : 2018).

**Conclusion and Suggestion**

The researchs’ results are provided in this section. It describe the result of pre and post-test. The researcher only uses one class with two scores; pre and post test. The researchers devide the data into some tables. Table 1 describes means score of pre-test and post-test, next table describes the result of normality test, last table describes the result of paired sample T-test.

**Table 1.** Means score

|        |           | <b>Mean</b> | <b>N</b> | <b>Std. Dev</b> | <b>Std. Er Mean</b> |
|--------|-----------|-------------|----------|-----------------|---------------------|
| Pair 1 | Pre-test  | 47,42       | 21       | 5,014           | 1,093               |
|        | Post-test | 72,93       | 21       | 10,180          | 2,221               |

The data shows about students’ mean score of pretest before teaching by using Pawtoon video and the students’ means score of posttest after applying Pawtoon video in the teaching reading. The students’ means score before the application of Pawtoon video is 47.42 and then increase to 79.93 after teaching by using Pawtoon video. It means that Pawtoon help the students easier in reading class.

**Table 2.** Normality test

|                                  |          | Pre-test            | Post-test         |
|----------------------------------|----------|---------------------|-------------------|
| N                                |          | 21                  | 21                |
| Normal Parameters <sup>a,b</sup> | Mean     | 47,43               | 72,95             |
|                                  | Std. Dev | 5,016               | 10,181            |
| Most Extreme Differences         | Abs      | ,139                | ,166              |
|                                  | Pos      | ,139                | ,122              |
|                                  | Neg      | -,069               | -,166             |
| Test Statistic                   |          | ,139                | ,166              |
| Asyp. Sig. (2-tailed)            |          | ,200 <sup>c,d</sup> | ,134 <sup>c</sup> |

Table 2 describes result of normality test by using one sample Kolmogrov Smirnov test. The data has normal distribution because the result of probability (Sig) is 0.200. The second result of test shows that the data has probabilities (Sig) 0.134, it is in normal distribution because the result of the test is more than 0.05. So, it can be stated that the data are in normal distribution.

**Table 3.** Paired sample T-test

|      |             | Paired Differences |          |       |   |         | t       | Df | Sig. (2-tailed) |
|------|-------------|--------------------|----------|-------|---|---------|---------|----|-----------------|
|      |             | Mean               | Std. Dev | Mean  | 95% Confidence Interval of the Difference |         |         |    |                 |
|      |             |                    |          |       | Lower                                     | Upper   |         |    |                 |
| Pair | Pre-test    |                    |          |       |   |         |         |    |                 |
| 1    | – Post-test | -25,524            | 6,853    | 1,495 | -28,643                                   | -22,404 | -16,068 | 20 | ,000            |

Table 3 described about the result of paired sample T-test, it can be stated that the value of t is -16.068 with sig value 0.000. The probability of the students' reading ability is less than 0.05 level of sig. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It shows that there is a significant difference of the students' reading ability after using Pawtoon media .

Finally, it stated that the result of analysis the use of Pawtoon video gives a significant effect to the students' reading ability at the first semester students' of English teaching department. It is a significant difference on the students' reading ability after being taught by using Pawtoon video. It proves from the result of analyse. The students' score in reading increasing after the treatment by using Pawtoon is given. The students feel happy and enthusiastic during teaching learning process by using Pawtoon video. The result of this research revealed that Pawtoon video had significance effect on reading . The using of Pawtoon video can be considered as one of an effective media in teaching reading, it can firmly be said that the use of Pawtoon video would significantly assist the teacher to promote students' reading ability. The English teacher is suggested to use this media in increasing students' reading ability. It is supported by the result of an experimental research by Saed, A., & Shahi, Y (2018), who said that the video material had effect on promoting reading comprehension of the Iranian students. Next, according to Semaan, C and Ismail, N ( 2018) who said that the implementation of Pawtoon has positive effects on the

learners' comprehension and developing reading strategies. Further, Shiu and Chow (2016) have mentioned that the Powtoons are useful for better understanding in reading.

After doing this study, the researchers have noticed that we have to consider or examine the feature of media in terms of the video format, system, and cultural values in selecting an appropriate technologies for supporting teaching learning process.

For future researcher, they can take research by combining Pawtoon with another skill or teaching strategies to teach English.

## **References**

- Canning, Christine & Wilson. 2000. *Practical Aspects of Using Video in The Foreign Language Classroom*. The Internet TESL Journal, Vol.VI. No 11, November.2000.
- Burt, Miriam. 1999. *Using Video with Adult English Language Learners*. Eric Digests.
- Grabe, W., & Stoller, F.L.(2013). *Teaching and researching reading (2<sup>nd</sup>ed)*. London: Routledge Press.
- Mohammadian, A., Saed, A., & Shahi, Y. 2018. *The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Inter-mediate EFL Learner* (9), 2203-4714.doi: 10.7575/aiac.all.v.9n.2p.17
- Semaan, C.& Ismail, N . 2018. *The Effect of Using Powtoon on Learning English As A Foreign Language*. (10), 0975-833x. 69262-69265
- Shiu and Chow (2016) , *Pawtoon for Innovation Teaching and Learning*. E-Learning Forum Asia.
- Shiu and Chow (2016), Video for all. *Video as A Learning Resource*. Retrieved from <https://warwick.ac.id>.
- Creswell, J, W. 2009. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. Newbury Park: Sage Publications