

## PowToon: The Effect on Students Writing Descriptive Text

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### ABSTRACT

*The purpose of this study was to investigate the effect of PowToon on students' descriptive writing skills. A total of 38 students participated in this study. The method used was quasi-experimental. The measurement instruments used included a pre-test, post-test, and questionnaire. The average score of the experimental group before the test was 55.95, while the average score after the test was 80.86. Furthermore, the control group's mean pre-test score was 51.88, whilst their mean post-test score was 73.82. The post-test score of the experimental group increased much more significantly compared to the control group. The independent sample t-test yielded a result of  $0.001 < 0.05$ , indicating that there was a difference in the means of the two classes. The independent sample t-test also yielded a result of  $0.001 < 0.05$ , indicating that there was an increase in the means of the two classes. The results of the questionnaire regarding students' responses after using PowToon showed positive results, that the PowToon application help the students process more creative and it helped students to improve their writing skills. Moreover, this strategy did not only increased students' writing skills but also increased students' technological awareness through the use of PowToon. Further, it also includes improved classroom interaction strategies. In addition, the use of PowToon has been proven to improve students' writing skills, particularly in terms of content, organization, vocabulary, grammar, mechanics, and fluency.*

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## 1. INTRODUCTION

Writing is a crucial language skill to express ideas, opinions, thoughts, and emotions in written format. Writing activity is considered as one of the biggest learning problems, and students often experience difficulties and problems when working. This is in line with the statement expressed by Zheng (1999) in (Solhi & Eginli, 2020) who said that mastering writing in a foreign language is more difficult than mastering another language.

Elturki (2014) stated that students may find it difficult to apply English grammar, both when speaking and writing. This problem arises not only from the process of generating ideas, but also in converting those ideas into easy-to-understand text. Writing is not an easy skill to master because it involves thinking to compose words, sentences, and paragraphs together. Thus, it can be inferred writing is the process of conveying thoughts, feelings, and ideas.

Technology has developed rapidly to meet people's needs and help them in their daily lives. Rahmawani et al. (2024) found that technology plays a role in education by improving students' writing skills. Software can be a good alternative for teachers to use technology to support learning in the educational process. As a

result, learning with improved media can attract students' attention and create a more effective learning environment.

In accordance with the existing curriculum policy, both teachers and students should utilize technology to improve the quality of learning and students' interest in learning. Therefore, teachers can use media in learning activities, particularly concerning writing. Video is one of the most frequently used types of media. In the audiovisual media category, for example, PowToon animation videos can be used. As explained by Silvia Anita & Kardenia (2021), PowToon was developed to teach students to write and can be used as a learning aid in the classroom.

PowToon is an audiovisual tool that helps students improve their writing skills (Yuniari, 2018). The platform offers a number of interesting features that can make students' presentation videos more engaging. According to Sutisna et al. (2019), PowToon is an application that works similarly to PowerPoint and is quite easy to use. This application can be adapted to the teaching material that the teacher wants to teach. In addition to teachers, students can also use this application to learn and improve their creativity by creating animated presentations.

Some students received grades that did not meet the minimum requirements for completeness of learning content. The researcher identified several problems that students faced when writing English texts. First, many students had difficulty expressing their ideas. Second, students did not have strong motivation to write texts in English. Motivation is among the most crucial elements that might assist pupils in reaching their objectives. Students often have difficulty writing well.

In discussions with teachers, it was found that limited vocabulary and understanding of grammar made students have difficulty in completing writing assignments and obtained scores below 70. This caused students to feel anxious and hesitant to learn this material. To help students improve their writing skills, an appropriate solution to this problem is needed. In writing class, teachers must provide learning materials that attract students' attention.

In addition to providing interesting media, the selection of media must also be appropriate, as explained in PowToon. Students can use PowToon as a helpful tool to overcome their problems. With its animation characteristics and a range of transition effects, PowToon can help students stay focused, motivate them to gain knowledge that can be used in smaller or larger groups. In addition, PowToon helps teachers integrate internet-based skills into their learning approach and capture students' ideas in writing through the presentation of material in different ways during the academic process.

## **2. METHOD**

The study used a quantitative method. As stated by Nasir & Sukmawati (2023), quantitative research is based on positivism and is used to study a specific population or sample using research instruments, and examine them quantitatively or reliably to test the theory formulated. The study shows an improvement in each session. This is evident from the results of observations during the learning process and can also be assessed using a Likert-scale questionnaire containing statements about the impact of PowToon on students' descriptive writing skills.

An initial trial was conducted to determine the level of student ability as a measure of the success of the applied method. In addition, students must respond to questions or write descriptive text for the first test. Some students already had good skills in writing descriptive text. However, there were a lot of students who had difficulty writing the descriptive text. After the pre-test, students were given the treatment of using PowToon in writing descriptive texts.

Students were able to write better and be more enthusiastic and creative with their writing. During the process of writing descriptive texts using PowToon, students understood each other, interacted with each other, and shared ideas with each other. However, during the pre-test, it tended to be passive and difficult to write descriptive texts according to good stages. However, when using PowToon in writing descriptive texts, students could write descriptive texts, which could improve students' writing skills by developing ideas, and students were more skilled in writing descriptive texts and could produce writing with creative designs.

## **3. RESULT AND DISCUSION**

### **3.1 Normality Test**

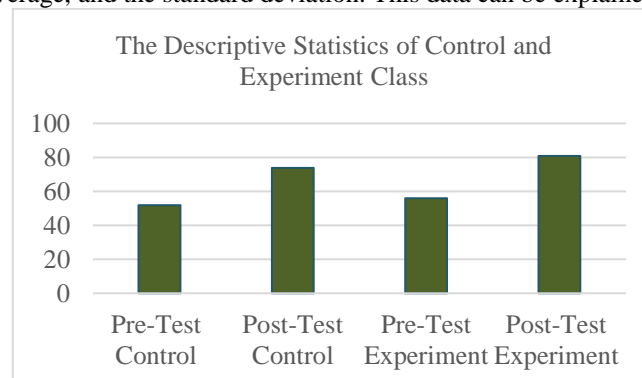
This study used the Shapiro-Wilk test to determine if the population is the source of the sample data that is regularly distributed. According to the Shapiro-Wilk method's normality test, data is deemed normal if the result's sig. (2-tailed) The value was greater than 0.05. Because the pre-test's sig. (2-tailed) value of 0.061 and the post-test's sig. (2-tailed) The value of 0.095 was both greater than 0.05, and the pre-test and post-test were both regularly distributed. The value of sig. (2 tailed) in the pre-test of the experimental class, it reached 0.053. The results of the second class test showed normality because the post-test of the experimental class was 0.241, which was greater than 0.05.

**Table 1.** The Result of Normality Test*The Result of Normality Test*

	Shapiro - Wilk		
	Statistics	df	Sig.
Pre-Test Control	.897	17	.061
Post-Test Control	.909	17	.095
Pre-Test Experiment	.909	21	.053
Post-Test Experiment	.942	21	.241

### 3.2 Descriptive Statistic

The results of the collected data, which include pre-test and post-test, can be used to evaluate the effectiveness of the method. In descriptive statistical analysis, researchers are able to compare the lowest value, the highest value, the average, and the standard deviation. This data can be explained as follows:

**Graph 1.** The Descriptive Statistics of Experiment and Control Class

The control class pre-test has a minimum score of 46, while the minimum score for the post-test was 70. On the other hand, the maximum score for the pre-test of the control class was 62, with an average of 51.88, and the maximum score for the post-test was 78, with an average of 73.82, which showed a small increase. The pre-test's standard deviation of the control class according to the table above was 5.278, and the post-test was 2.767.

Meanwhile, in the experimental class, the pre-test had a minimum score of 41, and the post-test was 75. The average pre-test score in the experimental class was 55.95 with a maximum score of 66, and the average post-test was 80.86 with a maximum score of 87. The standard deviation value in 7.697 was the pre-test score, while 3.651 was the post-test score. The experimental class was assigned using PowToon, on students' writing descriptive text had undergone a very significant change.

### 3.3 The Paired Simple T-test

A paired sample t-test with SPSS was used to evaluate the study hypothesis using the results of the pre-test and post-test.

**Table 2.** The Result of Paired Sample T-test Experiment Class*The Result of Paired Sample T-test Experiment Class*

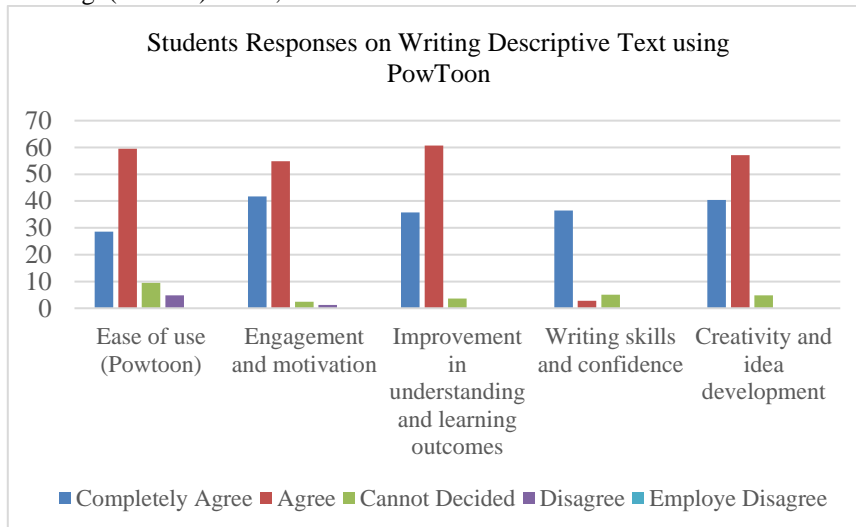
	N	Mean	Std. Deviation	Std. Error Mean	df	Sig. (2-tailed)
Pre Test & Post Test	21	-24.905	8.130	1.774	20	0.001

In the Table 2 shows that  $N = 21$ , mean = -24.905, and  $df = 20$ . The sig. value (2-tailed)  $< 0.05$ . The significance of the table is  $0.001 < 0.05$  so it can be concluded that the use of Powtoon can help students improve their writing skills in descriptive texts.

**Table 3.** The Result of Independent Sample Test*The Result of Independent Sample Test*

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post-Test Control	6.558	36	0.001	7.034	1.073
Post-Test Experiment	6.753	35.874	0.001	7.034	1.042

Table 3. explains that both values of sig. (2-tailed)  $< 0.05$  indicates a mean difference between the post-test experiment and the post-test control. If the post-test control had a value of sig. (2-tailed) 0.001 and the post-test experiment had a sig. (2-tailed) 0.001, then the result was that there was a difference in the mean.



**Graph 1.** The Result Students' Responses on Writing Descriptive Text using PowToon

The graph explain most students answered that they completely agreed that the PowToon application was useful in developing descriptive text-writing skills. Students' responses in writing descriptive texts using PowToon can provide a creative and interactive learning experience. By using PowToon, students can have a creative and interactive learning experience. Students can increase their responses when using PowToon as a tool, as the platform has various visual features and templates that make it easy for them to create interesting descriptive texts.

Students can also be creative and experiment by using the layout and design features in PowToon. The findings of the study, PowToon app has a substantial positive impact on students' writing process. The data analysis's findings revealed a consistent increase in students' ability to organize information, develop text structures, and provide information clearly and systematically. Therefore, using PowToon is efficient in enhancing pupils' descriptive text writing skills.

It can be concluded that PowToon has been proven effective in improving students' written text counters. There were significant changes before and after using PowToon. Before using PowToon, students did not understand the structure of descriptive text, and also felt bored during learning. However, after using PowToon, they became more active and enthusiastic in class. This study shows that PowToon helps students in writing class and can develop text structure well.

#### 4. CONCLUSION

Based on the results of the above, it is known that the average pre-test and post-test of the experimental class have expanded significantly. In table 3.2, it can be explained that the mean score pre-test is 55.95, and the mean score post-test is 80.86. Compared to the average pre-test score, the average post-test score is greater. In addition, there are students who get low scores during the pre-test and get better scores after being given treatment. It can be seen from table 3.2 that the minimum pre-test value in the experimental class is 41 and the maximum value is 66.

While the minimum pre-test value is 75 and the maximum is 87. Thus, it can be said that the pupils' pre-test and post-test scores have changed significantly. PowToon media has a positive impact on students, namely making it easier for students to write descriptive texts and making the student learning process more interesting. This makes students feel they have to practice writing more actively using PowToon to improve their writing skills.

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