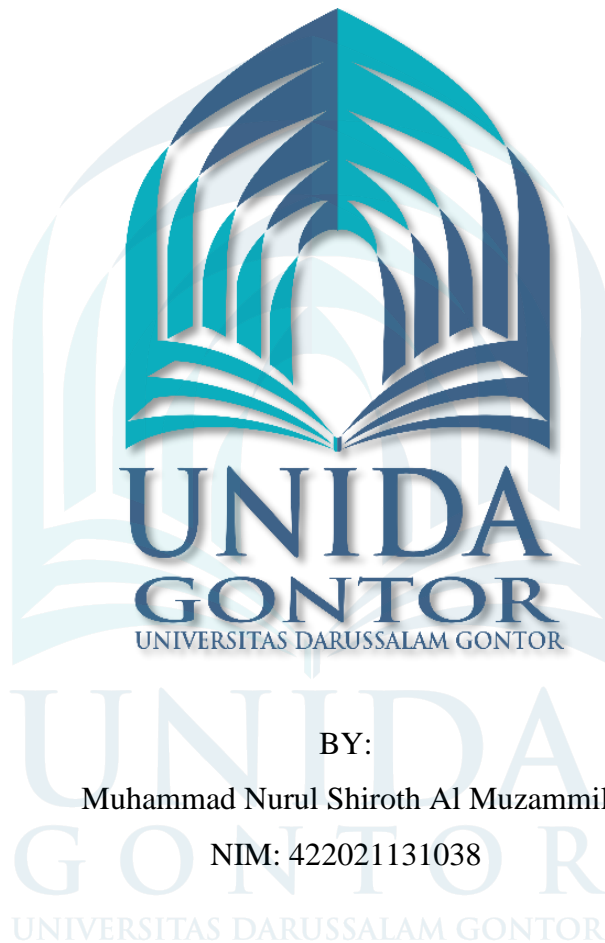


THESIS

The Effect of Powtoon Animated Based Teaching Media on the Listening Skill of Grade IX Students at SMPN 2 Sukorejo Ponorogo



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ABSTRACT

This study aims to see how Powtoon's animated video-based teaching on the listening skill of 9th grade students at SMPN 2 Sukorejo. The background of this study highlights the necessity of listening skills in language learning and the importance of interactive, engaging media in the learning process. This study uses Powtoon as an animated video medium, which is expected to assist students in understanding how to communicate based on the objectives, participants, and circumstances.

For this research, a quasi-experimental technique was adopted and the test use for the instrument in this research. Because it was not possible to randomly assign participants to groups in real classroom settings, especially in schools, because of pre-existing class groupings, a quasi-experimental method is a suitable alternative to an experimental design when working with intact groups, allowing for a comparison between a control group and an experimental group. This is why a quasi-experimental design was chosen for this study, which sought to measure the effectiveness of two different animation media (Animaker and Powtoon) on students' listening skills. The random sampling technique was used to choose the sample. Accordingly, each student in the population has an equal chance of being chosen to take part in the research. Following sample determination, the class was randomly assigned to one of two groups: the experimental group (using Powtoon) and the control group (using Animaker). This approach keeps the two groups balanced while guaranteeing objectivity in sample selection.

The data gathered from listening tests was analyzed using normality, homogeneity, and hypothesis testing. The findings demonstrated that neither group's post-test data had a normal distribution. Thus, to assess the differences between the two groups, the Mann-Whitney non-parametric statistical test was employed.

The findings demonstrated that students' listening skills were not significantly impacted by the usage of Powtoon, an animated video-based teaching tool. The statistical analysis revealed that there was no significant difference in the listening skills of the experimental and control groups, with the significance value being more than 0.05. These findings imply that using Powtoon as a teaching tool could not advantageous.

Although the results of the study did not reveal a significant effect, these findings provide insight into how effective various learning resources in teaching listening skills. Teaching strategies, student participation, and the classroom environment can all have an impact on the outcomes. Therefore, more research utilizing a more thorough approach and a more diversified instructional approach is required to determine the effectiveness of the animated video-based learning media.

Keywords: *Powtoon, Animated video, Listening skills, English learning, Multimedia teaching media.*

Honorable,

Dean of Faculty of Tarbiyah

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Bismillahirrahmanirrahim

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DECISION OF THE TEAM

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Date : 8th March 2024
Place : TBI Office

he board of examiners has decided to grant him passed in the thesis examination.
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In partial fulfillment of the requirement for the degree of Licentiate in
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With humility, the researcher apologizes for any mistakes or shortcomings in this article. The author realizes that this paper is still far

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Ponorogo, 24 February 2025



Muhammad Nurul Shiroth

