

# **Teacher's Strategy in Teaching Reading Using Powtoon in Blended Learning**

## **THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Degree of Bachelor of English Education



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SEMARANG  
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*Assalamu'alaikum wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Investigating Teacher's Strategy in Teaching Reading Using Powtoon in Blended Learning**  
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I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqasyah session.

*Wassalamu'alaikum wr. wb.*

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## **ABSTRACT**

Title : Teacher's Strategy in Teaching Reading Using  
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This study aims to explain the teacher implementation use of the Powtoon application as a teaching media to teach descriptive text in blended learning and describe the improvement of the Powtoon application as a teaching media to teach descriptive text in blended learning. After finishing this research with an English teacher in the seven grade (7G) at SMPN 16 Semarang. This research was conducted using observation, and interviews, and used descriptive qualitative was the research method. Based on the result observation, and interviews on the implementation that can be used, it can be concluded that making students accustomed to reading and being able to understand reading is very important, always encouraging the form of strong support and action to grow and increase student enthusiasm. Based on observation, the teacher applies to learning steps starting from opening the class, studying the core, and closing the class. The Powtoon Application which was shown on video in front of the class was able to make students understand more, the meaning of what they were learning and emphasize teaching students' reading mastery, asking students to write new words. Reading from the descriptive text and looking for its meaning through the video that is shown. At the end of the lesson, students are given a multiple choice quiz related to descriptions and others. And the improvement it can be concluded that providing motivation is one of the important factor to increase students' motivation, and always take the time to invite students to use media application for reading or other useful activities such as practicing English. If there is no media application for reading, students can read other useful books available around them.

***Keywords:*** *Powtoon Application, Teaching Strategy, Teaching Reading.*

## **MOTTO**

*“Being good is good, keep being good without feeling good”*

## **DEDICATION**

In the name of Allah SWT, the beneficent and merciful Lord of the world. Salawat and salutation may always be delivered to Prophet Muhammad until the end. No writing project is successful without the patience and prayer of everyone it is not enough just to write their name on this thesis. Finally, this thesis is dedicated to them, but the main ones are:

My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.

My respectable and beloved father and mother (Ayah Fauzi and Ibu Idel), always spread their affection, prayer, love, and advice until the writer had finished organizing this thesis. Thank you very much for your assistance and support to the writer.

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and always support me in every situation to finish this thesis.

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8. Thanks to all my friends PBI 2018
9. Thanks a lot to the GAJE group (Milenni, Putri, and Novi) as my bestie. I just want to say thank you very much to all of you who have helped me a lot in the success of making my thesis to completion. Because if it wasn't for your help and support, maybe my thesis wouldn't run well.
10. Thanks a lot to my BRYAS group (Septia, Ami, Rifky, and Yogi) who always support me. They are like family to me. They are the ones who always give me the spirit to never give up on completing my thesis.
11. My KOPLAK SQUAREPANTS group (Septia, Ami, Ica, Bunga, Kina, and Nurul), thank you for giving the best encouragement, support, and prayers for the smooth making of my thesis

The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis. The writer recognizes that this thesis is far from

perfect, constructive suggestions and criticisms from all sides for the improvement of this thesis project are always welcome. Finally, the writer expects that this thesis would be beneficial for further study.

Semarang, 20 September 2022

The writer,

**Nabilla Fadena**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The development of technology can help a teacher in designing the learning process. The distribution of information from teachers to students in the learning process is influenced by the media of learning. Media has a significant influence on the relation teacher and students. The use of instructional media that suits the needs of students can change students more actively. Students feel bored using the usual teaching methods. The teacher can take advantage of technological development to improve the learning medium or develop learning material.<sup>1</sup>

Technology has learning potential and has a transformative effect on education. Learning can also be influenced by technological developments, that learning can be facilitated through learning sources other than educators, thus changing the role of educators in learning. But at this time, there are several schools experiencing

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<sup>1</sup> Marta Dwi Pangestu and Achmad Ali Wafa. Powtoon Interactive Multimedia Development on Lesson Economic Learning of Monetary Policy. *Faculty of Economics, State University Malang*, (Vol.2018), p.71

comparisons so they need learning media that can help them to deal with these technological advances, especially in the field of learning media.<sup>2</sup>

Media learning technology can also be applied in classroom learning. In recent years, there has been important progress in terms of professional utilization of communication technologies and the admission and prediction of the acceptance of these technologies in school.<sup>3</sup> Technological advances have led to the creation of a global learning environment that makes it easier for students to find knowledge or references for the learning process through various electronic learning resources and services.

One of the technology media that can be used in classroom learning is the Powtoon application. The video-based learning such as Powtoon can make students understand the subject matter better. Powtoon is an animation software that can create professional-looking

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<sup>2</sup>Alison J. Purvis, Helen M. Rodger and Sue Beckingham. Experiences and perspectives of social media in learning and teaching in higher education. *International Journal of Educational Research Open*, (UK: Sheffield, 2020), pg.1

<sup>3</sup>Dilek Sultan ACARLI and Yasemin SAÖLAM. Investigation of pre-service teachers' intentions to use of social media in teaching activities within the framework of technology acceptance model. *ScienceDirect*, (Turkey: Hacettepe, 2015), pg.2



animated videos. The use of Powtoon is very user-friendly; Powtoon users do not have to download the application because it can access through the web browser; Another advantage of this application is easy to use for beginners. The convenience provided by Powtoon is that users can edit some templates, so they can use their creativity to make a creative video.<sup>4</sup> The reason why powtoon can also be applied in reading learning.

The use of powtoon learning media in the reading learning process can generate motivation and interest for students. As for the benefits of media Powtoon learning in reading, learning can help students in improving reading comprehension and not get bored easily due to the interesting animation features.

Reading is also defined as an interactive cognitive process in which readers interact with text and authors.<sup>5</sup> Reading is considered an extraordinary achievement when considering the levels and components that must be

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<sup>4</sup> Ayu Novi Ardaningsih and Putu Era Adnyayanti, The Use of Powtoon as the Learning Media in Teaching English in Elementary School. *Journal of Educational Study*, (Indonesia: Ganesha University of Education, Vol.2(1), 2022), pg.2

<sup>5</sup> Roza Zhussupova and Meruyert Kazbekova, Metacognitive strategies as points in teaching reading Comprehension, Spain: *ScienceDirect*, (Vol.23(7)2016), pg.2

mastered. However, there are still many problems faced by teachers in teaching reading. Those problems are about reading habits, reading technique, motivation, and reading interest. Motivation is needed by the readers to read texts or books. Unfortunately, most readers do not have the motivation to read, they think that reading is something boring. Then one of the treatments is to apply learning media, one of which is the Powtoon media application.

Reading comprehension is making meaning through interplay and collaboration with written language.<sup>6</sup> The purpose is to understand the text rather than gain meaning from individual words or sentences. Effective readers understand that what they are reading should make sense. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

## **B. Research Questions**

1. How is the implementation of the Powtoon Application as a teaching medium in blended learning?

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<sup>6</sup> Narjes Barnou Sabouri, "How Can Students Improve Their Reading Comprehension Skill", *Journal of Studies in Education*, (Vol.6(2) 2016), pg. 230

2. How is the improvement of students' reading comprehension skills after the implementation of the Powtoon Application as a teaching medium in blended learning?

### **C. Research Objectives**

The objectives of the writer are:

1. To describe how to use the teacher strategy in the Powtoon Application as a teaching medium in blended learning.
2. To describe how to the improvement of students' reading comprehension skills after the implementation of the Powtoon Application as a teaching medium in blended learning.

### **D. Significance of The Study**

The author hopes that the results of this study can provide some positive contributions in the context of learning English. The results of this study are expected to provide information for researchers themselves and people in the field of education. The research hopes that the results of this research can be useful for:

1. For learners

The result of this study is hoped that it will be valuable for learners to be more motivated in learning English.

2. For English teachers

The output of the study is expected to be a good reference to motivate English teacher's in blended learning to use Powtoon applications for teaching reading.

3. For a further researcher

The result of this study is hoped that the writers who want to do similar research using Powtoon applications as teaching media reading, especially for students in English Education Department will get some experience and new knowledge about research and this is useful in the future.

#### **E. Limitation of the Study**

1. This research has been conducted in seven junior high school grades.
2. This study only focuses on the Powtoon Application as teaching media reading in blended learning.
3. The writer limits the study to the Powtoon Application as teaching media reading.
4. The material of this research is Descriptive Text. The text is "Toba Lake"

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents previous research and a literature review about implementation, improving, teaching reading, and Powtoon application.

#### A. Previous Research

In this paper, the researcher took a review related previous research from other sources as a comparison to this research. Those are:

Md. Kamrul Hasan, Abdul-Hafeed Fakihi, Prodhan Mahbub Ibna Seraj, and Hasmirati *entitled The effect of technology-assisted language program on vocabulary learning among EFL students at the tertiary level*. Digital technology is pivotal for language learning in this modern era. For facilitating the learning process, students can employ digital technology the technology provides different affordability, such as interpersonal connection and interaction in social media. In addition, learners' reaction to using new technology is positive, and they consider technology as a suitably combined and well-designed avenue for learning. Recently, learning by mobile or mobile learning has become a new tendency to help

learners deal with materials whenever the necessity arises. In this regard, one of the topics that have gotten a lot of interest is vocabulary acquisition via mobile technology. There are a variety of mobile applications that can help pupils expand their vocabulary. The WhatsApp program, which is extensively used all over the world, is one of these benefits. In addition, Whatsapp is the most well-liked mobile application across the globe, and it has over 1.2 billion monthly users who use this application for messaging and other purposes.<sup>7</sup> The similarity between his research and mine is that they both use technology as a learning medium. While the difference is, that in his research, he uses the WhatsApp application as a medium of learning technology and my research uses the Powtoon application as a medium.

Jameel Ahmad *entitled English Language Teaching (ELT) and Integration of Media*. Technology The most innovative endeavor the teachers of English have undertaken so far is to integrate media technology in ELT classrooms, to improve learners' motivation, integrated

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<sup>7</sup> Md. Kamrul Hasan, Abdul-Hafeed Fakih, Prodhan Mahbub Ibna Seraj, and Hasmirati. "The effect of technology-assisted language programme on vocabulary learning among EFL students at the tertiary level". *ScienceDirect*, Vol.8(8) (2022), pg.1

language skills, and self-learning environment. This study aims to statistically explore EFL learners' response toward media technology in general and its impact on improving accentual patterns of individual English words in particular. It also explores the impact of the internet and the teacher's role in improving learners' writing skills.<sup>8</sup> The similarity between his research and mine is that they both use technology as a learning medium. While the difference, in his research, he only integrates media technology in the ELT classroom in learning and his research applies the Powtoon application media to investigate the strategies and implementations of teachers in the classroom in learning to read.

Zeinab Azizi, Ehsan Namaziandost, and Afsheen Rezai entitled *Potential of podcasting and blogging in cultivating Iranian advanced EFL learners' reading comprehension*. Modern technologies in second language education traced back to the Audio-Lingual Method. In that period, computers were used to develop second language learners' listening and speaking skills by urging them to drill and practice the linguistics structures. Thus, it is not

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<sup>8</sup> Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media", *ScienceDirect*, Vol.47(2012), pg.1

bizarre to see that with the development of modern technologies such as podcasting and blogging, second language teaching and learning be affected. In this regard, note that podcasts with different pictures and background music can help second language learners create their recordings and improve their knowledge. More interestingly, users can benefit from modern apps to incorporate visual aids and a midi file to generate more improved podcasts. Podcasting can be a valuable and worthy strategy to distribute different digital content via the Internet. used podcasting because of the availability of images and audio files in the multimedia environment. One of the notable benefits of podcasting is its user-friendliness. Another learning device to enhance second language learners' language skills is blogging. A blog is considered an online journal that is published for informational purposes on the World Wide Web (WWW). That a blog can be updated regularly and the entries are arranged chronologically as a website. Blogs might share a definite theme and content collected and posted by an author or more who can organize links to other web pages that may host videos and podcasts. Blogs can be classified into two groups: First, web-based journals that are easily linked or cross-linked in online communities. And second is as posts



or discrete entries created by small groups, multi-authors, or even single individuals. The most important advantage of blogs is that they are not time-consuming, and the posts are published instantly. In this regard, blogs are available to all interested people without the limitations of time and place. Many second language learners can benefit from blogs because of diverse images, songs, podcasts, and videos that can help them improve their learning and comprehension.<sup>9</sup> The similarity between his research and mine is that they both use technology as a learning reading medium. While the difference is, that their research, uses podcasting and blogging applications as a medium of learning technology and my research uses the Powtoon application as a medium.

Zuhal Dinc Altun entitled *Exploring effective music teaching strategies of primary school teachers*. This study aims to investigate primary teachers' teaching strategies in music Turkish primary classrooms. In the study, the 'qualitative' research approach was adopted to fulfill the aims and objectives of the study. The

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<sup>9</sup> Zeinab Azizi, Ehsan Namaziandost, and Afsheen Rezai, "Potential of podcasting and blogging in cultivating Iranian advanced EFL learners' reading comprehension", *Science Direct*, Vol.8(5) (2022), pg.2

study was carried out in two state primary schools in Turkey. A total of six primary school teachers with different educational backgrounds participated in the study. Semi-structured interviews and classroom observations were used as tools for data collection. Findings suggest that there is a range of factors that influence teachers' music teaching activities in negative ways in classrooms. These factors were encountered by students, curriculum, lack of teacher competencies, inadequate facilities and resources for music education, limited support from parents, and negative effects of audio-visual media. It is suggested that due to the lack of confidence and competence of primary teachers, music specialist teachers should be assigned to the task of delivering the music curriculum.<sup>10</sup> The similarity between her research and mine is the use of media for learning in the teacher's strategy and using qualitative methods as research. While the difference is, that in her research, she uses music as a media of learning and my research uses a strategy to teach reading classes using Powtoon media.

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<sup>10</sup> Zuhall Dinc Altun entitled, "Exploring effective music teaching strategies of primary school teachers ". *ScienceDirect*, (Vol.9(2010), pg.1

Leona Bunting, Ylva Hård Af Segerstad, and Wolmet Barendregt entitled *Swedish teachers' views on the use of personalized learning technologies for teaching children reading in the English classroom*. We here focus on the particular status of English as a subject in Swedish schools, the adoption of technologies in education in general, and the status of technology use for teaching English in Swedish classrooms in particular. We end with a short discussion of the use of personalized technologies and why this could be problematic. This then leads us to a short presentation of the iRead project and the research motivation for the current paper.<sup>11</sup> In this paper, we aim to investigate Swedish teachers' views of the use of digital technologies in the English classroom, and in particular the use of personalized learning technology. We structure the presentation of our results along with the three main research questions. For each of these questions, we present the major themes along with some illustrative excerpts

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<sup>11</sup> Leona Bunting, Ylva Hård af Segerstad and Wolmet Barendregt, "Swedish teachers' views on the use of personalised learning technologies for teaching children reading in the English classroom". *International Journal of Child-Computer Interaction* (Vol.27(2021), pg.2

from the teacher interviews.<sup>12</sup> The similarity between their research and mine is the use of applications as learning media to learn English. As for the difference, in his research, they use the iRead project as a medium of learning to read skill development in the English classroom, and my research uses Powtoon as a media of learning to read skill development in the English classroom.

Manisah Mohd. Ali and Muhammad Nazeri Saiden entitled *The Use of Graded Reading Materials for Children with Reading Difficulties*. Graded reading or progressive reading material is one of the teaching materials that can be used by teachers to teach reading. Graded reading is a form of literature that was built through a staged process to enable a pupil to master reading fluently in a short period. Graded reading materials are increasingly popular in the classroom. These materials are suitable for use in preschool classes, mainstream classes, remedial education classes, and special needs education classes. Providing reading materials to one child's reading level is pertinent for ease

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<sup>12</sup> Leona Bunting, Ylva Hård af Segerstad and Wolmet Barendregt, "Swedish teachers' views on the use of personalised learning technologies for teaching children reading in the English classroom". *International Journal of Child-Computer Interaction* (Vol.27(2021), pg.4

of reading for the child. Thus, a certain graded reading system is necessary for the development of reading materials for the child. In doing so, teachers can provide activities and materials to actively engage students in the learning process. Thus, teaching and learning will be more meaningful, effective, and enjoyable. This paper description of the use of graded reading materials in teaching reading skills among children with reading difficulties. Suitability and challenges in using the materials were noted.<sup>13</sup> The similarity between their research and mine is that they both teach reading skills as an improvement in children's reading skills through a teaching method and also use qualitative methods as research. And the difference, in their research, they used a strategy of teaching graded reading material to improve reading skills among children aged 7 years and while my research used a strategy of teaching reading descriptive text to improve reading skills among children in junior high school.

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<sup>13</sup> Manisah Mohd. Ali and Muhammad Nazeri Saiden, "The Use of Graded Reading Materials for Children with Reading Difficulties". *Procedia - Social and Behavioral Sciences*, (Vol.191(2015), pg.3

## **B. Theoretical Review**

### **1. The Implementation of Teaching English for EFL Learners**

More recently, researchers have begun to place a growing emphasis on the benefits of implementing teaching practices in the language classroom that draws on multilingualism as a resource, that is, multilingual teaching practices. Attention has also turned towards exploring teachers as multilingual individuals in their own right, especially those teaching multiple foreign languages. Such teachers might draw on their and their students' multilingualism in significantly different ways than those teaching only one foreign language, with this having significant implications for their students' learning. These developments come as rising levels of super-diversity have led some countries to implement changes to their foreign language curricula for schools to promote multilingualism among younger generations and

prepare them to navigate a globalized world, one where multilingualism is considered an asset.<sup>14</sup>

Since the advent of communicative language teaching in the 1980s, language teachers have placed increased emphasis on building language proficiency through the meaningful use of language in authentic contexts. Current models of second language teaching, such as task-based learning and project-based learning, view the classroom as a place full of interaction, where learners are actively engaged in negotiating to mean.<sup>15</sup>

Five implementations of English Foreign language: An emphasis on learning to communicate through interaction in the target language, The introduction of authentic texts into the learning situation, The provision of opportunities for learners to focus, not only on language but also on the learning process itself, An enhancement of the learner's own

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<sup>14</sup> Raees Calafato, "Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia", *ScienceDirect*, Vol.105(2021), pg.2

<sup>15</sup> Ahmad Hadadi, Hamed Abbasi, and Ahmad Goodarzi, "Developing Competencies for Using the Interactive Whiteboard to Implement Communicative Language Teaching in the English (Foreign Language) Classroom", *ScienceDirect*, Vol.98(2014), pg.1

experiences as important contributing elements to classroom learning, an attempt to link classroom language learning with language activities outside the classroom.<sup>16</sup>

Several authors have emphasized the need to exploit technology towards the implementation of a sociocognitive approach to language teaching, in which the technology is used to support language use in authentic contexts. one of which is the application of technology media in learning to read in the classroom.

In this section, data obtained through interviews and classroom observations are presented one by one.

In this case, the current study uses the case study method by concentrating on reading strategies for junior high school teachers. The research was conducted in public junior high school 16 in Semarang. It takes one junior high school teacher and 5 grade 7 students to participate in this study. As one of the research instruments, class observation is used as an instrument. Each student was observed during their two-hour reading lesson (two lessons). As a second

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<sup>16</sup> Ibid. pg.2



data collection tool, a semi-structured interview schedule was prepared for teachers, and students (students) were interviewed about their perceptions of teaching reading strategies through Powtoon media.

It is found that teachers employ a range of teaching strategies to teach a particular subject in classroom settings. Teachers' selection of teaching strategies depends upon different variables such as the subject being taught (maths, science, etc), the topic, the availability of resources, and time and curriculum targets.<sup>17</sup>

## **2. Teaching Strategies in Language Learning**

In general language learning strategies are steps, behaviors, and techniques used by learners to enhance and facilitate language acquisition. The concept of language learning strategies has received a considerable amount of significance since the early 1970s for the crucial role they are playing in the processes of language learning and acquisition. When scholars defined language learning strategies differently they were focusing on the way used by

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<sup>17</sup> Ibid, pg.3

learners deal with the information they receive and the kind of strategy they use.<sup>18</sup>

Language learning strategies vary widely and they are divided into different categories. LLS into three headings: cognitive, metacognitive, and socio-affective.<sup>19</sup> LLS; divided these strategies into two main classes direct and indirect strategies which are further subdivided into 6 groups. Direct strategies include memorization, cognitive, and compensation strategies and indirect strategies include metacognitive, affective, and social strategies.<sup>20</sup>

Language-learning strategies “means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, to fulfill the demands of communication in context and complete the task in question most comprehensively or

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<sup>18</sup> Abdalmaujod A Hardan, “Language Learning Strategies: A general Overview”, *ScienceDirect*, (Vol.106((2013), pg.14

<sup>19</sup> O'Malley and Chamot, “Learning strategies in Second Language acquisition”, *Cambridge University*, (1990)

<sup>20</sup> Oxford, R. “Language learning strategies: What every teacher should know”, *University of Alabama. Boston*, (1990)

economically feasible depending on his or her precise purpose.”<sup>21</sup>

Teaching strategies are about the approaches lecturers, teachers or instructors follow to create conducive learning environments.<sup>22</sup> “Strategies are how you bring about musical learning and these require a rich description of ends and means, for example, the use of question and answer to elicit subjective responses from pupils such that we can introduce and develop musical vocabulary”. This means that teaching strategies are related to the actions and interactions that take place in the classroom after planning. Teaching strategies involve a range of procedures (i.e. vocabulary choice and usage, modeling, management, and implementation) in the classroom, and the combination of these strategies is referred to as teaching style several teaching styles produce the teaching profile of a particular teacher. Teachers

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<sup>21</sup> Božena Horváthová, “Implementing Language Learning Strategies into a Series of Second Foreign Language Learning Textbooks”, *Journal of Language and Cultural Education*, (Vol.2(1) (2014), pg.2

<sup>22</sup> Lasry, N., Mazur, E., & Watkins, J. “Peer in struction: From Havard to the two-year college”, *American Journal of Physics*, (2008). 76 (11)

generally use two main strategies: verbal and non-verbal.<sup>23</sup>

Regarding the concept of language learning strategies, the research defined the notion of a good language learner who represents the use of a proper strategy that leads to accurate acquisition. So, this study uses application technology as a learning medium. But the difference is, that in their research, they use the WhatsApp application as a medium of learning technology and my research uses the Powtoon application as a medium.

### **3. Teaching Reading to EFL Learners**

#### **a. Definition of Teaching Reading**

Teaching reading is teaching students how to comprehend what they read. Teaching reading is the action of a person's important skill or knowledge or giving instruction; the job of a person who teaches. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first

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<sup>23</sup> Zuhail Dinc Altun entitled, "Exploring effective music teaching strategies of primary school teachers". *ScienceDirect*, (Vol.9(2010), pg.2

time. Second, teaching reading refers to teaching learners who already have reading skills in their first language. It means the teaching of reading can be made for students who are first learning to read and for students who already can read. In addition, there are many reasons for teaching reading comprehension skills. First, reading is useful for other purposes such as the process of language acquisition. Second, reading text provides an opportunity to study languages such as vocabulary, grammar, punctuation, sentence, paragraph, and text. It means that reading has many purposes and benefits for the student because reading is an active process.<sup>24</sup>

Given the significance of reading comprehension skills for second language learners, understanding the influence of the new innovative methods and technologies is worth exploring. In general, there are three types of comprehension, namely literal, interpretive, and critical. Literal comprehension is used to decode

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<sup>24</sup> Katrina Vabiola and Fitrawati, "Teaching Reading Descriptive Text by Using Tree Mapping for Senior High School Students", *Journal of English Language Teaching*, (Vol.7(4) (2018), pg.4

evident data from the passage. Interpretive comprehension includes using the data to analyze, synthesize, and organize the data that enable L2 readers to achieve more information by mapping the passage. Furthermore, critical comprehension deals with expectations and hypotheses inferred by L2 readers. It is beyond the explicit meaning, and the meanings are made about the accuracy of the passages.<sup>25</sup>

Reading is the exercise of using a text to produce meaning.<sup>26</sup> Teaching is the process of delivering knowledge to students. The teacher must consider suitable ways of teaching reading to make students easy understand the materials. Reading is defined as an interactive cognitive process in which readers interact with text and authors. Comprehension is the understanding and

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<sup>25</sup> Zeinab Azizi, Ehsan Namaziandost, and Afsheen Rezai, "Potential of podcasting and blogging in cultivating Iranian advanced EFL learners' reading comprehension", *Science Direct*, Vol.8(5) (2022), pg.2

<sup>26</sup> Laraib Rahat, "Impact of Graphic Organizers on Reading Comprehension of English Learners at Intermediate Level", *Sir Syed Journal of Education and Science Research*, (vol.3(3), 2020), pg.128

interpretation of what is read.<sup>27</sup> Reading is an active process that should be acquired at an early learning age. Mastery of reading depends on the reader's familiarity with letters, words, and spelling patterns.<sup>28</sup>

b. How to Teach Reading

There has been frequent discussion about what kinds of reading texts are suitable for English language students. The greatest controversy has centered on whether the texts should be authentic or not. That is because people have worried about more traditional language-teaching materials which tended to look artificial and use oversimplified language which any native speaker would find comical and untypical. However, if you give low-level students a copy of *The Times* as *The Guardian* (which is certainly authentic for native speakers), they will probably not be able to understand them at all. There will be far too many

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<sup>27</sup> Roza Zhussupova and Meruyet Kazbekova, "Metacognitive strategies as points in teaching reading comprehension", *ScienceDirect*, (Vol.228(7)2016), pg.2

<sup>28</sup> Manisah Mohd. Alia and Muhammad Nazeri Saiden, "The Use of Graded Reading Materials for Children with Reading Difficulties", *Procedia - Social and Behavioral Sciences*, (Vol.191(2014), pg.1

words they have never seen before, the grammar will be (for them) convoluted and the style will finish them off.<sup>29</sup>

Some ways how to teach reading to students include: Talked about the reasons for using reading texts in class: for language acquisition, as models for future writing, as opportunities for language study, and of course, for practice in the skill of reading.

Discussed the balance that has to be reached between genuinely authentic material (written for fluent native speakers) and material specially designed for students. We have talked about the need for topics and reading types depending on who the students are.

Said that students need to know the difference between scanning and skimming. They need to realize how to read for different purposes - including reading for pleasure. and reading for detailed comprehension.

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<sup>29</sup> Jeremy Harmer, "How to Teach English", *Addison Wesley Longman Limited*, (1998), pg.68



Come up with six reading 'principles': reading is not a passive skill, students need to be engaged while they are reading, students need to be engaged with the content of a text, not just its language, and prediction is a major factor in reading, the task needs to be matched to the topic, and good teachers exploit reading texts to the full.

looked at four reading sequences showing the use of Engage and Activate exercises for prediction, and the need for follow-up activities. We have seen one example where the main reading activity (combining Study and Activating) is more like a puzzle.<sup>30</sup>

#### **4. Teaching Reading of Descriptive Text**

##### **a. Definition of Descriptive Text**

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In a broad sense, description is defined in the following sentence: Description is about sensory

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<sup>30</sup> Jeremy Harmer, "How to Teach English", *Addison Wesley Longman Limited*, (1998), pg.78

experience-how something looks, sounds, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception.

But in particular, the descriptive text, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” So, it can be said that this descriptive text is a text that explains what a person or an object is like, whether its form, its properties, its amount, and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

b. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. there are two generic structures of descriptive text as follows:

1) Identification

Identification is necessary to avoid having a general statement. It means that the writer needs to identify which particular thing. In this case, it identifies a phenomenon

or a subject that is going to be described. The subject can be a person, thing, or place.

2) Description

Contains a description of something such as an animal, thing, place, or person by describing its features, forms, colors, or anything related to what the writer describes.

c. Purpose of Descriptive text

- 1) To describe a person, thing, or place in specific
- 2) To describe a particular person, thing, or place.

d. Language Feature of Descriptive Text.

1) Specific participant:

has a certain object, is not common and unique (only one). For examples Bandengan beach, my house, Borobudur temple, uncle Jim

2) The use of the adjective (an adjective) to clarify the noun, for example:

a beautiful beach, a handsome man, a famous place in Jepara, etc.

3) The use of simple present tense:

The sentence pattern used is simple present because it tells the fact of the object described.

4) Action verb:

verbs that show an activity (for example, run, sleep, walk, cut, etc.

## **5. Teaching Reading using Powtoon Application**

One of the old concerns in education has been providing a condition in which students can learn without the time and place limitations. there has been a non-stop attempt to design and invent devices to make this objective realized. It seems that the emergence and development of new social media technologies and the Internet have paved the way for such a valued objective. The potential of the new technologies in the second language (L2) has been enormous. One of these potentials is making the second language (L2) learners autonomous. In online L2 education, L2 learners become autonomous as they engage actively in the learning, problem-solving, and decision-making processes. In this virtual environment, L2 teachers' roles have changed as supporters and facilitators. The successful learning of language skills demands the engagement of second language learners in the learning processes. In this regard, reading comprehension as one of the pillars in second language learning requires an intentional,

active involvement in the reading process enabling second language learners to achieve their purposes. As such, they can meet the first purpose, which is searching for important information and overall comprehension. The second purpose is reading to learn from passages. In general, reading comprehension is a complex skill due to the need for using different unconscious and conscious strategies to find the correct meaning of the passages. One of the promising inventions that may facilitate second language learning, in general, and second language reading comprehension in particular, is the new media technologies.<sup>31</sup>

To achieve comprehension, it is essential to explore the effectiveness of new teaching technologies, such as One of the technologies that can be used in learning to read, especially in the classroom, is the Powtoon application media.

#### a. Definition of Powtoon Application

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<sup>31</sup> Zeinab Azizi, Ehsan Namaziandost, and Afsheen Rezai, “Potential of podcasting and blogging in cultivating Iranian advanced EFL learners’ reading comprehension”, *Science Direct*, Vol.8(5) (2022), pg.1

Powtoon is an online platform for creating short video presentations. Powtoon gives anyone the ability to create professional videos and presentations. You can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your visual content and voiceover.

Students can create quality animated video presentations to showcase their understanding of a specific topic. Teachers can also create their Powtoons as an alternative approach to teaching topics.

Powtoon is a tool whose operation is similar to PowerPoint, Impress, or even Prezi. It uses slides to which text and images can be added, but it also allows animation and the incorporation of sound or music, available in the same application or through an external source. The result is a product that mixes the look or the appearance of a PowerPoint Presentation with a comic book. These online visual presentations are a fast and eye-catching way to deliver information to diverse audiences within a very short period.

Some of the general advantages offered by the presentations are:

- They allow individuals to display or present any topic of interest and be able to share it with others
- They immediately attract the viewer if the presentation is well-designed.
- They require students (when assigned tasks connected to the presentations) to read and synthesize information to later be able to present it
- They achieve a greater comprehension of the information being shown and make it easier to remember.
- They integrate different types of formats and media, increasing the integration capabilities of the visual, auditory, and motion resources.
- Currently, most of these tools, in their basic version, are free of charge or are offered at a very low cost

- These resources are generally compatible with several operating systems.<sup>32</sup>

b. Features of Powtoon

Teaching reading by using multimedia allows them to visualize and feel like experiencing it directly because of the multimedia features. In this case, cultural learning should be given in the classroom because it supports language learning. People who speak the target language may not communicate well if they do not know what or when to use expressions if they do not understand the culture. One of the supporting media that could use to teach Basic Reading Class was Powtoon.

The features of Powtoon could categorize the presentation based on education, business, economics, and others. Furthermore, Powtoon contains text, music, and animation that interested me in reading the presentation. The use

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<sup>32</sup>Marcelo Rioseco, Fraño Paukner and Bruno Ramírez, “Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs”, *International Journal of Emerging Technology in Learning*, (Vol.12(06)2017), pg.4



of Powtoon could increase students' ability to learn the language. Students could also create a cultural presentation in an attractive way supported by many features in Powtoon. Besides, it could build students' creativity and improve their ability in using technology. Therefore, the use of Powtoon could improve students' engagement in the Base Reading class.<sup>33</sup>

## **6. Teaching Reading using Powtoon in Blended Learning**

Blended learning is defined as the integration of face-to-face and online instruction, with coherence between the online and face-to-face elements to ensure that they complement each other. It combines the advantages, but also the disadvantages, of both face-to-face and online approaches. Advantages include giving learners more control over the educational content to be engaged, the pace of learning, as well as flexibility around when and where learning takes place. These online elements are usually, but not always, delivered

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<sup>33</sup> Putu Yuliantini, "The Use of Powtoon as Media to Enhance EFL Students' English Skill", *Journal of Educational Study*, (Vol.1(1)2021), pg.10

before the face-to-face element, which then provides an opportunity for supervised hands-on practice in the skills required for resuscitation. A key disadvantage may be that simply adding an online module or replacing didactic content on a new platform may not improve student engagement. It can also overwhelm the learner by adding the complexity of the material and therefore lead to lower confidence ratings.<sup>34</sup>

In this study, the strategy used by previous researchers and current researchers can be to use Powtoon as a medium of learning both in the classroom and anywhere. Where observations and interviews can be used as implementations in the classroom or other blended learning. The Powtoon application can also be applied in teaching reading in the classroom where you can use some supporting materials to use the application as a learning medium. Like the text description material displayed through the Powtoon application video.

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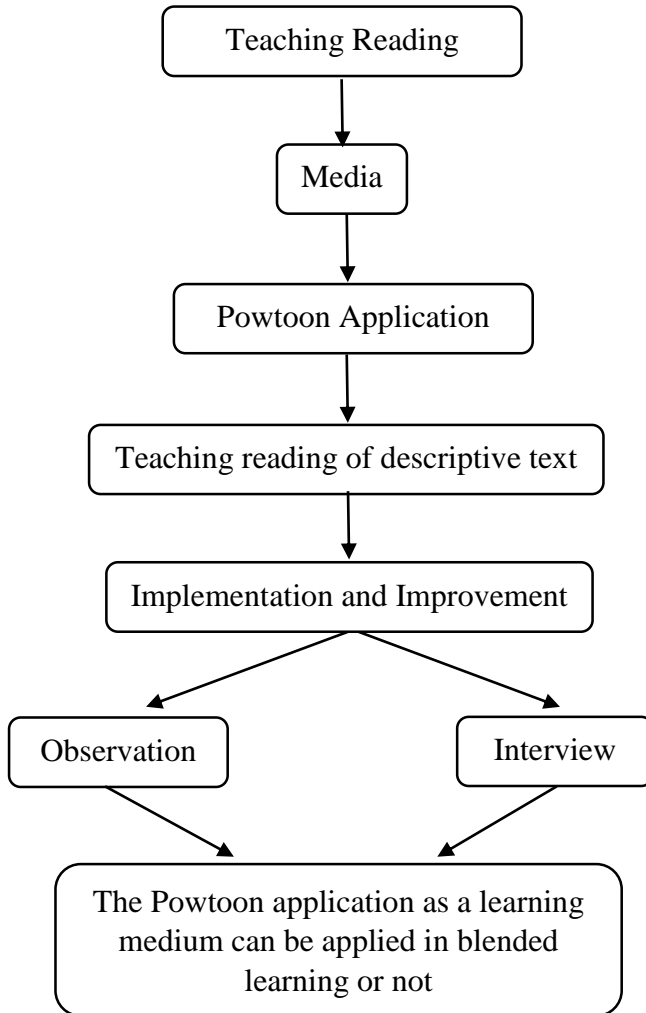
<sup>34</sup> M. Elgohary, F.S. Palazzo, J. Breckwoldt, A. Cheng, J. Pellegrino, S. Schnaubelt, R. Greif and A. Lockey, “Blended learning for accredited life support courses – A systematic review”, *Elsevier*, (Vol.10(2022)), pg.1

### **C. Conceptual Framework**

The main goal of this research was to explain the implementation of Powtoon application as a teacher strategy in teaching media to teach reading of the descriptive text and the improve that arise in the use of Powtoon application as teaching media to teach reading of descriptive text during in blended learning. In the learning process, teachers are expected to be able to choose suitable media as a means to support the teaching and learning process. This research is compiled from several previous studies and literature reviews.

There are many methods that teacher strategy in the classroom can apply. Powtoon application is rarely used by teachers in the teaching and learning process. According to the above concept, the Powtoon application method helps students understand the meaning of sentences when reading descriptive text.

### Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research design, research setting, participants, data collection, and data analysis technique.

#### **A. Research Design**

##### **1. Research Method**

In this research, the writer used descriptive qualitative research. It focuses on the teacher strategy in teaching reading using Powtoon in blended learning. It describes the implementation and improve used by the teacher in teaching English in blended learning at SMP N 16 Semarang.

This research is a type of descriptive qualitative research. Qualitative research is the collection of data in a natural process. Qualitative research aims to understand and examine the background of the phenomenon from what the researcher experiences, for example, behavior, motivation, perception, or action. And arranged as descriptive words and language in

certain natural contexts and using various natural methods.<sup>35</sup>

This study focuses on a description of investigating a teacher's strategy in teaching reading using Powtoon in blended learning. On whole, qualitative research values peoples lived experiences and is inherently subjective and sensitive to the biases of both researchers and participants. that subjectivity, while considered a serious flaw from the positivist perspective, speaks to the core values of qualitative research and the constructivist paradigms.<sup>36</sup>

## **B. Research Setting**

The research was conducted at SMP N 16 Semarang. It consisted of interviews with an English teacher in the seven grade of SMP N 16 Semarang and representatives of five students from the seven grade of SMP N 16 Semarang and classroom observation in the seven grade (7).

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<sup>35</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, PT. Remaja Rosdakarya, Bandung, 2016, pg.6

<sup>36</sup> Lesley Eleanor Tomaszewski, Jill Zaresky, and Elsa Gonzalez, *Planning Qualitative Research: Design and Decision Making for New Researchers*, *International Journal of Qualitative Methods*, Vol.19(7),2020, pg.1-2

### **C. Participants**

The participants of this study are one English teacher and representatives of five students from the seven grade of SMP N 16 Semarang.

### **D. The Techniques of Collecting Data**

This research used observation and interviews as instruments. There are some steps in collecting data for this study:

#### **1. Observation**

The observation technique is used to see the teacher's implementation in teaching reading using Powtoon in blended learning. The tools used in the observation are notes. In this study, the researcher recorded teacher activities in teaching and made notes about the learning process. The observation checklist guidelines have been compiled by the researcher.

There are several reasons for conducting qualitative research through observation. For starters, the observation technique is based on firsthand experience. Second, the observation technique enables you to see and observe yourself. Third, the researcher can document events related to data-driven knowledge. Fourth, allowing researchers to comprehend a variety

of complex situations while conducting research. Fifth, if other methods of communication are not available, observation can be a useful tool.

## **2. Interview**

An interview offers the possibility of gaining insight into the interview's world and a deeper understanding of the nature or meaning of the interview's everyday experiences. The interviews may also be used to test a hypothesis.<sup>37</sup> The researcher employed a structured interview technique, which employs questions and formal language, and the interviewer determined the problem and compile the questions that will be asked in a structured manner to the interviewers, to find answers to the working hypothesis.<sup>38</sup>

The questions are about the Teacher's Strategy in Teaching Reading Using Powtoon in Blended Learning. The researcher conducted interviews with

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<sup>37</sup> Cathryne Palmer and Amanda Bolderston, "Brief Introduction to Qualitative Research", *The Canadian Journal of Medical Radiation Technology*, (Vol.37(1) 2006), pg.17

<sup>38</sup> Lexy J. Moleong, "Metodologi Penelitian Kualitatif", *PT. Remaja Rosdakarya, Bandung*, (2016), pg.190



one English teacher who teaches class 7 and representatives of 5 students from grade 7. The questions asked for the interview are based on research questions so that the results of the interview can answer the problems raised by the researcher.

## **E. Data Analysis Technique**

As a result, descriptive-qualitative techniques were used in the data analysis. In general, the data analysis process includes data reduction, data display, and data conclusion.

### **1) Data Reduction**

Identifying the smallest unit of detail found in the data and having meaning when associated with the focus or research problem, this data reduction can make it easier for researchers to understand what happened so that they can complete further work when the data has been collected.<sup>39</sup> it can be concluded that in qualitative research, it is understood that qualitative data must be reduced to be more focused, simplified, and transferred into more manageable data forms. this

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<sup>39</sup> Lexy J. Moleong, *Metedologi Penelitian Kualitatif*, PT. Remaja Rosdakarya, Bandung, (2016), pg.288

data will be collected until a complete final report is prepared.

## 2) Data Display

Data display is a structured collection of information that allows for the possibility of drawing conclusions and taking action, all of which are designed to combine information that is organized coherently so that researchers can conclude.

## 3) Conclusion/Verification

After all of the data has been presented and collected, the final step in data analysis is to conclude. The conclusions are loose in the beginning, remain open and unclear, and then become more detailed and specific. In this case, the verification process consists of a review of field notes and brainstorming to develop an agreement of thoughts. The three processes at the heart of data analysis are describing phenomena that occur in the field, classifying them, and observing how concepts that arise with other concepts are interconnected.<sup>40</sup>

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<sup>40</sup> Salim and Syahrur, *Metodologi Penelitian Kualitatif*, *Citapustaka Media, Bandung*, (2012), pg.148-150

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the profile of the school, research findings, and discussion. In this part, the writer would like to discuss the findings of the research.

#### **A. Profile of SMP N 16 Semarang**

State Junior High School (SMPN) 16 Semarang, is one of the State Junior High Schools located on Jalan Prof. Dr. Hamka Ngaliyan Semarang, Central Java Province, Indonesia telephone. (024)7606676. The school consists of 24 classrooms, a laboratory, a library, and others. Also, SMP Negeri 16 Semarang has enough media to use in the teaching-learning process.

The school has 45 teachers. There are 346 male students and 454 female students. Similar to junior high schools in general in Indonesia, the school education period at SMPN 16 Semarang is taken within three school years, starting from Class VII to Class IX.

SMP 16 Semarang was officially established on December 15, 1983, with the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0247/0/1983.

SMP 16 Semarang in addition to being predicated as a National Standard School (SSN) is also included in the category of schools that have experienced many developments, this can be seen in the statistics from 1987 to 1993, having been ranked in the top ten in a row at the level of SMP/MTs in Semarang city and even recently. SMP 16 Semarang won first place in the OSH Competition at the Semarang City Level and also as the first winner in the Semarang City Health School Competition in the context of the 461st Semarang City Anniversary in 2008 and was even appointed to represent the city of Semarang in the Central Java Health School Competition and received the 1st Place of Hope. and now appointed as one of the monitoring points for the 2010 Adipura competition.

The geographical location of SMP N 16 Semarang is very strategic, not far from the administrative center of the sub-district (city), district, and province. The level of road traffic is not heavy, easy to pass, and also an intersection for Semarang Regency. The enthusiasm of the people who want to send their children to school is very high. This is indicated by the fact that many prospective students cannot always be accepted by schools because they exceed the quota set each year, and have to be distributed to several private schools around the school. The vision of SMPN 16

Semarang is strong and independent, which is "Excellent in Achievement Manner Ship in Behavior Towards the Culture of the Nation's Character and Environmental Insight".

## **B. Research Finding**

This research is descriptive qualitative research. English subject is a lesson taken by researchers to conduct research but in this study researchers only focused on teacher implementation as a learning mediator given to students they are Teacher's Strategy in Teaching Reading Using Powtoon in Blended Learning and improving faced teacher when to apply Powtoon media for reading comprehension. In this study, the researcher chose one English teacher in grade seven, namely Mrs. Kuswatun Chasanah, S. Pd as a participant.

When Mrs. Kuswatun taught in seventh grade (G) and the teacher teaches material about text descriptions, the researcher observed her during the learning process to find and collect research data. After that, the researcher provided material related to reading by using Powtoon as a learning medium. And after that, the researcher conducted interviews with Mrs. Kuswatun and representatives of 5

students from grade seven (G) to be interviewed regarding this research finding.

**1. The implementation of the Powtoon Application as a teaching media to teach descriptive text in a blended learning**

For the observation process, the researcher prepared an observation checklist (*appendix 2*). The observation was carried out in class 7(G), this observation aims to observe the English teacher while teaching English in class 7(G) during the learning process. Before English class, the teacher always motivates students to continue learning a lot, reads and continues to practice English little by little, besides that the teacher does not forget to ask about students' conditions that day and doesn't forget to inspire students. The teacher delivers material about descriptive text to students which contains about animals, objects, or people. Then the teacher shows a short text related to the material in front of the class and asks students to see and read the text carefully. the goal is, that the teacher trains students to see, observe around, read, and analyze and it is very good to make students active in learning. at the end of the lesson, the

teacher gave motivation back to the students and closed the class with prayers and greetings. it can be seen, before and after English class the teacher always gives motivation to students.

Based on the result of an interview with Mrs. Kuswatun as an English teacher in seven grade, to use a teaching strategy so that students are enthusiastic about paying attention and also they don't get bored easily learning to read can use a video show. It makes them interested and fosters reading enthusiasm, but first invites them with fluent language or communication, and invites them to practice and get used to reading. Tell students the purpose and benefits of reading and also use media that can attract students' reading motivation, such as the Powtoon application or Canva media.

For example, with discourses that are often conducted by teachers, children may get bored. So, using media other than there is something new for them, there is video, sound and it is not monotonous for the teacher. So they may be more interested in seeing or using the app. And they can also practice on their own. Of course, the practice is usually the

children are more enthusiastic than the lecture listening to the teacher explain.

From the strategy that can be used, it can be concluded that making students accustomed to reading and being able to understand reading well is very important, always encouraging the form of strong support and action to grow and increase student enthusiasm. The more students practice, the better their reading skills, and using the Powtoon Application as a medium can affect the development of students' reading skills both at school and outside of school, by providing enthusiasm, interesting activities, or adjusting to their hobbies, the level of enthusiasm in students will increase and well developed. However, teachers and parents must always supervise students in the use of technology.

The implementation of the Powtoon Application as a teaching medium to teach reading descriptive texts was chosen for teaching English in the classroom. The Powtoon application is implemented in class VII G to teach reading descriptive texts at SMP N 16 Semarang. Based on observation, the teacher applies to learn steps starting from opening the class, studying the core, and closing the class. This is done so that the learning



process is structured. The types of activities in teaching and learning to read the descriptive text through the Powtoon Application were found. The instrument used to obtain data comes from observations and interviews.

From the results of data analysis conducted through observations and interviews, it was found that the use of the Powtoon Application as a teaching medium to teach reading descriptive texts was very appropriate in supporting the learning process in the classroom. Because the Powtoon application provides interesting animation features that make it easy to teach in class. When delivering material through the Powtoon Application, students pay close attention and are enthusiastic. This statement refers to the analysis of observations and interviews which revealed that the Powtoon Application which was shown on video in front of the class was able to make students understand more, the meaning of what they were learning and emphasize teaching students' reading mastery, asking students to write new words. reading from the descriptive text and looking for its meaning through the video that is shown. At the end of the lesson, students are given a multiple choice quiz related to descriptions and others.

So, students find reading through a new video made students reading mastery increase. Students are more motivated, serious, and not easily bored in understanding the material being taught because it is through videos.

**2. The improvement of students' reading comprehension skills after the implementation of the Powtoon Application as a teaching medium to teach descriptive text in blended learning**

In addition to carrying out implementation to motivate students, Mrs. Kuswatun, as an English teacher in seven grade, also faces several problems in improving students to apply Powtoon as a medium for reading skills, such as the lack of ability or motivation from within (intrinsic motivation) of students to read or learn English, and sometimes as a teacher, they don't really know the environment of each student, what environment they live in, or whether they have a good or bad influence. Because environmental factors are also very influential on student motivation, if students have high motivation, then they will have good learning outcomes. On the other hand, if students are not motivated due to an unfavorable environment,

learning outcomes will be low. Many of the students do not know the meaning of some vocabulary and how to pronounce it when reading English texts. In other problems, there are students who do not have digital media such as mobile phones, laptops, or no internet quotas at all.

But for all these problems, there are solutions that can be used. Maybe the material that will be given is according to what is taught in class and according to what material will be given. Because language has 4 aspects that we all know, namely Listening, Speaking, Reading and Writing. So maybe with more frequency, of course, according to the material or themes discussed. Because, not all materials are suitable for certain media, we still have to analyze before starting at the beginning. If students don't know the reading, they can look it up in the dictionary, and they have to practice a lot. If students do not have enough media, then they can use other media available at home, such as textbooks, create a small library, or practice English dialogue with their parents and friends, or mention and read objects around them in English to improve reading production. Don't forget to always motivate and reward students.

### **C. Discussion of Study**

#### **1. The implementation of the Powtoon Application as a teaching media to teach descriptive text in a blended learning**

In general language learning strategies are steps, behaviors, and techniques used by learners to enhance and facilitate language acquisition. The concept of language learning strategies has received a considerable amount of significance since the early 1970s for the crucial role they are playing in the processes of language learning and acquisition. When scholars defined language learning strategies differently they were focusing on the way used by learners deal with the information they receive and the kind of strategy they use.<sup>41</sup>

Based on the research, the researcher had this through observation and interview. Observations were made in the 7G class of SMP N 16 Semarang. The researcher conducted interviews with an English teacher and five students face to face at the school. The

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<sup>41</sup> Abdalmaujod A Hardan, "Language Learning Strategies: A general Overview", *ScienceDirect*, (Vol.106(2013), pg.14

researcher found out some results of the research that the teacher's strategy in teaching reading the descriptive text was through the Powtoon application as a learning media and the implementation of the Powtoon application as a teaching media to teach reading descriptive text in the classroom.

More recently, researchers have begun to place a growing emphasis on the benefits of implementing teaching practices in the language classroom that draws on multilingualism as a resource, that is, multilingual teaching practices. Attention has also turned towards exploring teachers as multilingual individuals in their own right, especially those teaching multiple foreign languages.<sup>42</sup>

Based on the research, In the observation process, the researcher prepared an observation checklist (Appendix 2) and documentation. The researcher focused on the English teacher, observing how the learning process for reading descriptive texts started from the opening of the class, the delivery of material, and the closing of the class. Based on the data obtained

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<sup>42</sup> Raees Calafato, "Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia", *ScienceDirect*, Vol.105(2021), pg.2

by the researcher, the learning system is that students are required to be active at that time. The teacher gives time for students to respond 1 x 24 hours after class starts. So, students can respond at any time before the specified time limit has passed.

The teacher opens the class by greeting first. The teacher conveys the theme or title of the material to be studied on that day. The goal is that students have a little picture of the material they will learn. The teacher checks student attendance. The teacher gives motivation to students, such as encouraging them that learning descriptive text is fun because they can have an idea about something through written descriptions.

At the core of learning, the teacher checks the students' memory of the previous material by asking students what material the students have learned before. Students are given a text and students are asked to read the text. Then the teacher asks the students which information is not yet known and who want to know. Then the teacher conveys the material to the students. Then the teacher asks students to understand and provide conclusions from the text given. Students are asked to make a list of words that have not been understood in the reading text. The teacher provides

strategy and implementation in developing reading skills for students and then the teacher checks students' understanding. Before closing the class, the teacher reviews the material that has been The teacher also gives delivered. The assignments for students to do. Then the teacher closed the class by giving motivation to the students before closing greetings them.

The researcher conducted interviews with the teacher to find out the teacher's strategy when using the Powtoon application as a teaching media to teach reading descriptive texts and the application of the Powtoon application as a teaching media to teach reading descriptive text in the classroom. There are ten teacher interview questions and six student interview questions. The first point of the teacher interview is to find out what teaching strategies are used as teaching media to teach descriptive reading in the classroom. The second point of the teacher interview is to find out the application of the Powtoon application as a teaching medium to teach descriptive reading in the classroom. The purpose of the student interview questions is to find out the students' problems and how the students deal with the problems and changes in students reading which consists of six questions.

**2. The improvement of students' reading comprehension skills after the implementation of the Powtoon Application as a teaching medium to teach descriptive text in blended learning**

Based on the results, when the teacher asks them to read English texts and conclude the contents of the text, there are students who do not understand the contents of the readings or texts they have read. Because of the lack of reading production they have, and among them there are still difficulties in reading skills. This problem occurs because students are not used to or trained in reading English texts. Maybe can make breakthroughs other than the literacy program, maybe if the literacy is more focused on themes related to own subject matter, which will be for example what chapter 1 is about, chapter 2 is about what, so now for grade 7 especially the curriculum already different.

Besides that, there is no high interest and reading motivation within them to practice and improve their reading skills. Another problem is that they do not have adequate technological facilities to be used as an active medium for reading. So, many students use their mobile phones for unimportant



things such as playing games and their environment is not supportive. From the problems above, it can be concluded that providing extrinsic motivation is an important factor to increase students' motivation, and always take the time to invite students to use media application for reading or other useful activities such as practicing English. If there is no media application for reading, students can read other useful books available around them.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents a conclusion and suggestions for what has been discussed in the previous chapter.

#### **A. Conclusions**

The objective of this study is to explain the teacher's implementation to use the Powtoon application as a teaching media to teach descriptive text in blended learning and describe the improvement of the Powtoon application as a teaching media to teach descriptive text in blended learning. After finishing this research with an English teacher in the seven grade (7G) at SMPN 16 Semarang, the conclusion that can be drawn is as follows:

The teacher's strategy for using the Powtoon application as a teaching medium for teaching descriptive text in blended learning. From the strategy that can be used, it can be concluded that making students accustomed to reading and being able to understand reading well is very important, always encouraging the form of strong support and action to grow and increase student enthusiasm. The more students practice, the better their reading skills, and using the Powtoon Application as a medium to teach

descriptive text can affect the development of students' reading skills both at school and outside of school, by providing enthusiasm, interesting activities, or adjusting to their hobbies, the level of enthusiasm in students will increase. well developed. However, teachers and parents must always supervise students in the use of technology.

The implementation of Powtoon application as teaching media to teach reading of the descriptive text in blended learning was working well. The Powtoon application makes it easier for teachers to deliver material with animation features that are already available. Based on observation, the teacher applies to learn steps starting from opening the class, studying the core, and closing the class. This is done so that the learning process is structured. In conclusion, the teacher always applies to learn steps such as when carrying out learning in general. In delivering descriptive text material, the teacher gives an example of descriptive text for students who are asked to read the text. This activity makes changes for students to read more. Students are actively involved in the process of learning the reading of descriptive text through the Powtoon video application. They are more enthusiastic and serious about learning in understanding the material. and students find reading through a new video made students reading

mastery increase. Students are more motivated, serious, and not easily bored in understanding the material being taught because it is through videos.

## **B. Suggestions**

The researcher hopes the result of this study will make a positive contribution to learning English hopefully research will provide information for researchers themselves and people in the world of education and can be useful for:

### **1. For Teacher**

This research can contribute to English teachers. There are several recommendations for teaching and learning English. First, English teachers must motivate their students to increase their enthusiasm for learning. Second, English teachers must be creative and precise in using media as teaching materials, so that students can easily accept and understand the material.

### **2. For Learners**

The findings of this study are expected to motivate students to learn English and practice and improve their reading comprehension.

### **3. For the Future Researcher**

The researcher hopes that future researchers can prepare their research as well as possible and continue this research further.

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## **APPENDIXES**

### **APPENDIX 1**

#### **TIME SCHEDULE OF THE RESEARCH**

<b>Activities</b>	<b>Date</b>
Asking permission from the school	27 July 2022
Doing research	03-09 August 2022
Doing observation	03 August 2022
Interviewing with students	03 August 2022
Interviewing with teacher	09 August 2022

## APPENDIX 2

### OBSERVATION CHECKLIST

Observation Time : 11.00 - 11.40 and 12.30 - 13.10

Observer Name : Nabilla Fadena

The number of students : 1803046025

Teacher : Kuswatun Chasanah, S. Pd

No.	Aspects	Observation result	
		Yes	No
Opening			
1.	The teacher opens classes by greeting and praying together before the study	✓	
2.	Teacher checks students' attendance list	✓	
3.	The teacher motivates learners	✓	
4.	The teacher informs the purpose of learning material	✓	
Core			
5.	The teacher checks students' memory of the previous material	✓	
6.	The teacher gives a text to students and students read a text	✓	

7.	The teacher asks the students which information is not yet known and who wants to know	✓	
8.	The teacher delivers material to students	✓	
9.	The teacher asks students to understand and provide conclusions from the given text	✓	
10.	The teacher asks students to make a list of words that have not been understood in the reading text	✓	
11.	The teacher asks students to write down the meaning of the words they have read	✓	
12.	The teacher provides strategy and implementation in developing reading skills for students	✓	
13.	The teacher checks students' understanding	✓	
<b>Closing</b>			
14.	The teacher reviews the materials again	✓	
15.	The teacher gives the homework	✓	
16.	The teacher closes the meeting and gives motivation	✓	
17.	The teacher closes classes with prayers and greetings	✓	

## APPENDIX 3

### INTERVIEW

#### 1. English Teacher

Interviewer : Nabilla Fadena

Teacher : Kuswatun Chasanah, S. Pd

Day/Date : Tuesday, 09 August 2022

No.		QUESTIONS
1.	Researcher	How do you motivate students to be interested in reading?
2.	Researcher	What strategy do you usually use to teach students reading skills using learning media?
3.	Researcher	Why do you use this strategy as a learning medium?
4.	Researcher	Do you believe that Powtoon learning media can influence the development of students reading skills?
5.	Researcher	How do you assess whether your students have been able to develop reading skills well?
6.	Researcher	What is the strategy if you use the Powtoon application as a teaching medium to teach descriptive text in the classroom?

7.	Researcher	How is the implementation of Powtoon learning media as an active medium in reading if you use it in class?
8.	Researcher	If you use Powtoon learning media, what content will you use to motivate students to improve their reading skills?
9.	Researcher	What problems do you usually face when motivating students to develop reading skills?
10.	Researcher	What solutions do you use to solve students' problems in developing reading skills?

## 2. Learner (representative of 5 students)

Interviewer : Nabilla Fadana

Learner :

Day/Date : Wednesday, 03 August 2022

No.		QUESTIONS
1.	Researcher	What do you think about learning English using Powtoon media after what you saw before?
2.	Researcher	What problems do you usually face when reading English text?

3.	Researcher	How do you solve your problem during reading English text?
4.	Researcher	What changes and interests did you feel after watching a learning video using Powtoon to improve your English reading skills?
5.	Researcher	Do you think learning using Powtoon media can increase your enthusiasm for learning to read?
6.	Researcher	What do you get after reading English when watching learning videos using Powtoon media?

## APPENDIX 4

### Interview Transcription (The Teacher)

**Interviewer** : Assalamualaikum, selamat siang ibu. Terimakasih telah meluangkan waktunya buat saya untuk melakukan penelitian, saya Nabilla Fadana mahasiswi UIN Walisongo Semarang, sesuai dengan waktu yang telah ditentukan hari ini saya akan meng-interview ibu mengenai penelitian saya yang berjudul “Investigating Teacher’s Strategy in Teaching Reading of Descriptive Text Using Powtoon in Blended Learning”.

**Mrs. Kuswatun** : Waalaikumsalam, siang. Silahkan langsung dimulai saja mba pertanyaannya.

**Interviewer** : Untuk pertanyaan Pertama, *how do you motivate students to be interested in reading?*

**Mrs. Kuswatun** : Ok, membaca ya? Membaca, apalagi sekarang saya pribadi juga membutuhkan motivasi khusus ya untuk membaca. Jadi, khususnya di SMP N 16 Semarang ini kita punya program yang namanya literasi. Jadi setiap pagi itu anak-anak diwajibkan untuk membaca buku in any rumble, jadi rumblenya terserah mereka, tapi kadang kita memberikan tema khusus.



Jadi istilahnya kita memberikan tugas supaya mau tidak mau yang namanya seperti itu kan harus dipaksa terlebih dahulu. Jadi setelah mereka terpaksa lama-lama terbiasa. Jadi seperti itu ya program literasi. Dan setelah mereka membaca nantinya mereka juga diminta untuk membuat laporan atau jurnal dari buku-buku yang sudah mereka baca. Nanti, end this year of the year, apa ada semester juga kita memilih 3 terbaik tiap-tiap jenjang untuk kita berikan apresiasi. Jadi kita paksa dan kita berikan di program literasi itu dan kemudian kita berikan juga penghargaan.

**Interviewer**

: Terimakasih Ibu, Untuk pertanyaan selanjutnya, *What strategy do you usually use to teach students reading skills using learning media?*

**Mrs. Kuswatun**

: Biasanya saya lebih keceramah, tanya jawab dan diskusi. Tapi untuk media kalau sekarang saya lebih menggunakan semacam Canva. Canva kan, apalagi sekarang anak-anak dengan gadget yang mereka punya juga kalau misalnya saya berikan tugas juga mereka bisa mengikuti dengan baik. Untuk medianya mungkin saya lebih sering

pake Canva, selain power point juga mungkin bisa ya.

**Interviewer**

: Untuk pertanyaan ketiga, *why do you use this strategy as a learning medium?*

**Mrs. Kuswatun**

: Baiklah, dengan ceramah tadi yang saya sering lakukan anak-anak mungkin bosan. Jadi, menggunakan media selain ada hal baru bagi mereka, ada videonya, ada suaranya dan tidak monoton ke saya. Jadi mereka mungkin lebih tertarik untuk melihat atau menggunakan aplikasi itu. Dan mereka juga bisa praktek sendiri. Tentunya saja yang namanya praktek biasanya anak-anak lebih antusias daripada dengan ceramah mendengarkan saya berbicara menjelaskan seperti itu.

**Interviewer**

: Untuk pertanyaan keempat, *Do you believe that Powtoon learning media can influence the development of students reading skills?*

**Mrs. Kuswatun**

: Okay, saya juga sebelumnya sempat tahu ada media seperti itu. Cuma saya pribadi belum pernah menggunakan, tapi dari penelitian kemaren saya lihat yang jenengan lakukan di kelas 7(G). Saya rasa dengan antusias semua anak tidak menutup kemungkinan bisa

improve reading skills anak-anak. Mungkin sometimes, saya juga bisa pakai Powtoon juga selain Canva tadi. Seperti itu.

**Interviewer**

: Untuk pertanyaan kelima, *How do you assess whether your students have been able to develop reading skills well?*

**Mrs. Kuswatun**

: Okay, seperti skill yang lain, untuk skill membaca juga untuk pengecekannya selain tadi misalnya program literasi, terus membuat jurnal kita juga bisa memberikan mungkin semacam latihan soal, dari situ kita bisa tahu apakah kemampuan reading skill-nya mereka itu ada peningkatan atau tidak. Mungkin memberikan variasi-variasi bacaan juga supaya kosakata mereka juga tidak start di tema-tema tertentu saja. Rubik-rubiknya juga bermacam-macam, jadi seperti itu.

**Interviewer**

: Untuk pertanyaan keenam, *What is the strategy if you use the Powtoon application as a teaching medium to teach descriptive text in the classroom?*

**Mrs. Kuswatun**

: Okay, kalau untuk strateginya mungkin saya juga akan menggunakan pembelajaran lewat

video seperti jenengan lakukan. Kenapa demikian? Karena yang saya lihat dari kebanyakan anak-anak, mereka sangat antusias memperhatikan ketika menggunakan strategi tersebut dan juga mereka tidak mudah cepat bosan belajar membaca ketika melalui video. Mungkin seperti itu strategi yang akan saya gunakan ketika menggunakan aplikasi powtoon sebagai media belajar yaitu melalui sebuah tayangan video.

**Interviewer**

: Untuk pertanyaan ketujuh, *How is the implementation of Powtoon learning media as an active medium in reading if you use it in the class?*

**Mrs. Kuswatun**

: Okay, kalau kaitannya dengan Powtoon tadi, mungkin saya akan lebih sering menerapkan itu dikelas. Dengan cara mengaplikasikannya lewat video lalu ditayangkan didepan kelas supaya ya tadi anak-anak tidak bosan, antusiasme anak juga terus meningkat. Harapannya nanti selain kemampuan reading, kemampuan anak yang lain dapat meningkat dan tercapai juga.

**Interviewer**

: Untuk pertanyaan kedelapan, *If you use Powtoon learning media, what content will you use to motivate students to improve reading skills?*

**Mrs. Kuswatun** : Mungkin materi yang akan saya berikan sesuai apa yang saya ajarkan dikelas dan sesuai materi apa yang akan diberikan. Karena bahasa mempunyai 4 aspek yang kita ketahui bersama, yaitu Listening, Speaking, Reading and Writing. Jadi mungkin dengan frekuensi yang lebih tentunya menyesuaikan dengan materi atau tema-tema yang dibahas. Karena, tidak semua materi cocok dengan media tertentu, tetap harus kita analisis sebelum mulai diawal.

**Interviewer** : Untuk pertanyaan kesembilan, *What problems do you usually face when motivating students to develop reading skills?*

**Mrs. Kuswatun** : Tidak hanya siswa tadi, saya pribadi juga tentu mengalami masalah ketika memotivasi anak-anak. Untuk membaca ya itu tadi, kebanyakan anak-anak merasa bosan ketika belajar membaca. Karena tidak adanya hal-hal yang menarik yang membuat minat membaca anak.

**Interviewer** : Untuk pertanyaan terakhir, *What solutions do you use to solve students' problems in developing reading skills?*

**Mrs. Kuswatun**

: Mungkin kita bisa melakukan trobosan-trobosan selain tadi dengan program literasi, mungkin kalau saya pribadi literasinya lebih di fokuskan ke tema-tema yang berkaitan dengan materi pelajaran saya sendiri, yang nanti misalnya chapter 1 tentang apa, chapter 2 tentang apa, jadi sekarang juga untuk kelas 7 khususnya kurikulumnya sudah berbeda. Di SMP N 16 Semarang kita sudah menggunakan kurikulum Merdeka, jadi nanti juga dalam penyampaian materi kita bebas menentukan materi-materi yang tentu saja sesuai kurikulum yang terkait. Seperti itu.

## APPENDIX 5

### Interview Transcription (Representative of 5 Students)

Student 1

Student Name : Febryana Puspa

**Interviewer** : Apa pendapat kamu tentang belajar bahasa Inggris menggunakan media Powtoon setelah apa yang kamu lihat sebelumnya?

**Student 1** : Lebih mudah mendengarkannya dan lebih cepat membacanya, pokoknya tu lebih gampang memahaminya.

**Interviewer** : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

**Student 1** : Agak susah dimengerti, terkadang kata-katanya juga ada yang tidak diketahui.

**Interviewer** : Bagaimana kamu memecahkan masalah kamu selama membaca teks bahasa Inggris?

**Student 1** : Caranya terus-terus belajar membaca sampai bisa.

**Interviewer** : Perubahan dan minat apa yang kamu rasakan setelah menonton video pembelajaran menggunakan Powtoon

untuk meningkatkan kemampuan membaca bahasa Inggris kamu?

**Student 1** : Sedikit lebih tahu mengenal bahasa Inggris setelah melihat video sebelumnya.

**Interviewer** : Apakah menurut kamu pembelajaran menggunakan media Powtoon dapat meningkatkan semangat belajar membaca kamu?

**Student 1** : Iya, sebenarnya guru-guru itu lebih sering menyuruh membaca pakai buku, tapi kalau bias ya pakai video saja. Jadi bias didengarkan sama bias dibaca.

**Interviewer** : Apa yang kamu dapatkan setelah membaca bahasa Inggris saat menonton video pembelajaran menggunakan media Powtoon?

**Student 1** : Kalau aku sih lebih cepat baca kata-katanya jadi dikit-dikit bias, kalau divideokan bisa dilanjutkan gitu, jadi tidak salah-salah katanya gitu. Kalau dibuku agak susah, jadi lebih enak menggunakan video Powtoon dan lebih gampang memahaminya.

Student 2



Student Name : Hijaz Sierra Alexandria

**Interviewer** : Apa pendapat kamu tentang belajar bahasa Inggris menggunakan media Powtoon setelah apa yang kamu lihat sebelumnya?

**Student 2** : Lebih mudah dipahami gitu kak, sama mungkin anak-anak lebih suka belajar menggunakan video salah satunya Powtoon. Karena lebih menarik saja gitu kak.

**Interviewer** : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

**Student 2** : Kalau perkata saya masih kurang paham tapi kalau dibaca langsung semua agak lebih paham gitu kak.

**Interviewer** : Bagaimana kamu memecahkan masalah kamu selama membaca teks bahasa Inggris?

**Student 2** : Ya, kalau tidak tahu ya dicari tahu kak, Cuma kalau memang tidak lagi ada media buat mencari tahu ya sepahamannya saja sih.

**Interviewer** : Perubahan dan minat apa yang kamu rasakan setelah menonton video pembelajaran menggunakan Powtoon

untuk meningkatkan kemampuan membaca bahasa Inggris kamu?

**Student 2** : Saya lebih paham dan pengen membaca terus.

**Interviewer** : Apakah menurut kamu pembelajaran menggunakan media powtoon dapat meningkatkan semangat belajar membaca kamu?

**Student 2** : Dapat dan bisa.

**Interviewer** : Apa yang kamu dapatkan setelah membaca bahasa Inggris saat menonton video pembelajaran menggunakan media Powtoon?

**Student 2** : Lebih paham dan mengerti.

Student 3

Student Name : Haidar Ali

**Interviewer** : Apa pendapat kamu tentang belajar bahasa Inggris menggunakan media Powtoon setelah apa yang kamu lihat sebelumnya?

**Student 3** : Senang bisa mengetahui bahasa inggris, bahagia dan lebih mudah dipahami.

- Interviewer** : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?
- Student 3** : Bacaannya sulit dimengerti karena banyak kata-kata yang tidak diketahui.
- Interviewer** : Bagaimana kamu memecahkan masalah kamu selama membaca teks bahasa Inggris?
- Student 3** : Pakai google translate.
- Interviewer** : Perubahan dan minat apa yang kamu rasakan setelah menonton video pembelajaran menggunakan Powtoon untuk meningkatkan kemampuan membaca bahasa Inggris kamu?
- Student 3** : Mungkin sedikit mengerti.
- Interviewer** : Apakah menurut kamu pembelajaran menggunakan media powtoon dapat meningkatkan semangat belajar membaca kamu?
- Student 3** : Iya, semangat banget karena enak dipandang melalui video dan mudah dipahami.
- Interviewer** : Apa yang kamu dapatkan setelah membaca bahasa Inggris saat menonton video pembelajaran menggunakan media Powtoon?

**Student 3** : Enak atau mudah dipahami.

Student 4

Student Name : Arya Sathya Aganda

**Interviewer** : Apa pendapat kamu tentang belajar bahasa Inggris menggunakan media Powtoon setelah apa yang kamu lihat sebelumnya?

**Student 4** : Iya, bisa terdengar lebih jelas.

**Interviewer** : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

**Student** : Tidak tahu artinya apa gitu.

**Interviewer** : Bagaimana kamu memecahkan masalah kamu selama membaca teks bahasa Inggris?

**Student 4** : Dengan logika, seperti itu artinya apa gitu.

**Interviewer** : Perubahan dan minat apa yang kamu rasakan setelah menonton video pembelajaran menggunakan Powtoon untuk meningkatkan kemampuan membaca bahasa Inggris kamu?

**Student 4** : Tidak perlu baca buku bisa lihat langsung sama dengar suaranya melalui video.

**Interviewer** : Apakah menurut kamu pembelajaran menggunakan media powtoon dapat meningkatkan semangat belajar membaca kamu?

**Student 4** : Meningkat, karena lebih jelas melalui video.

**Interviewer** : Apa yang kamu dapatkan setelah membaca bahasa Inggris saat menonton video pembelajaran menggunakan media Powtoon?

**Student 4** : Terbaca dengan jelas dan tersampaikan dengan jelas juga.

Student 5

Student Name : M. Refal Saputra

**Interviewer** : Apa pendapat kamu tentang belajar bahasa Inggris menggunakan media Powtoon setelah apa yang kamu lihat sebelumnya?

**Student 5** : Lebih menyenangkan karena ada gambarnya dan lebih menarik.

- Interviewer** : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?
- Student 5** : Kadang sih lebih sulit mengerti soalnya baru belajar bahasa Inggris.
- Interviewer** : Bagaimana kamu memecahkan masalah kamu selama membaca teks bahasa Inggris?
- Student 5** : Terkadang di translate pakai HP di google translate.
- Interviewer** : Perubahan dan minat apa yang kamu rasakan setelah menonton video pembelajaran menggunakan Powtoon untuk meningkatkan kemampuan membaca bahasa Inggris kamu?
- Student 5** : Dapat ilmu tentang bahasa Inggris.
- Interviewer** : Apakah menurut kamu pembelajaran menggunakan media powtoon dapat meningkatkan semangat belajar membaca kamu?
- Student 5** : Bisa, karena ada gambarnya jadi lebih seru gitu belajarnya.
- Interviewer** : Apa yang kamu dapatkan setelah membaca bahasa Inggris saat menonton video pembelajaran menggunakan media Powtoon?

**Student 5** : Senang, karena kadang tu ada kata bahasa inggris baru. Dan jadi tahu sedikit mengenai bahasa inggris.

## **APPENDIX 6**

### **LESSON PLAN**

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP N 16 Semarang

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda

Alokasi Waktu: 2JP

#### **A. Tujuan Pembelajaran**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan



ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan depelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Media Pembelajaran, Alat/Bahan dan Sumber Belajar**

- Media : Application Powtoon
- Alat/Bahan : Laptop and Infocus (layar LCD)
- Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings the Bell, kelas VII, Kemendikbud, Revisi Tahun 2016 dan internet

## **C. Langkah-Langkah Pembelajaran**

<b>Kegiatan Pendahuluan</b>
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan memeriksa kehadiran peserta didik sebagai sikap disiplin SMP N 16 Semarang.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya dengan materi selanjutnya SMP N 16 Semarang.
Memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi:

<b><i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda.</i></b>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan Inti</b>	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i></b> Melalui video Application Powtoon SMP N 16 Semarang.
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i></b> Melalui video Application Powtoon SMP N 16 Semarang.

<b>Collaboration</b>	Peserta didik mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi mengenai <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i> Melalui video Application Powtoon SMP N 16 Semarang.
<b>Communication</b>	Peserta didik di instruksikan untuk menulis hasil kerja secara individu terkait materi <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i> Melalui video Application Powtoon SMP N 16 Semarang.
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
<b>Kegiatan Penutup</b>	
<b>Peserta didik</b>	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan

	<p>pelajaran apa yang diperoleh setelah belajar tentang topic melalui video Application Powtoon SMP N 16 Semarang.</p> <p>Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yang baru di lakukan melalui video Application Powtoon SMP N 16 Semarang.</p>
<b>Guru</b>	<p>Melakukan penilaian.</p> <p>Memberi tugas kepada peserta didik (PR) dan mengingatkan untuk mempelajari yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir dipertemuan berikutnya.</p> <p>Menutup kegiatan belajar mengajar dengan berdoa.</p>

#### **D. Penilaian Hasil Pembelajaran**

- **Penilaian Pengetahuan** tes tertulis
- **Penilaian Keterampilan** berupa penilaian unjuk kerja

Mengetahui  
Kepala Sekolah

Ngaliyan, Agustus 2022  
Guru Mata Pelajaran

Purnami Subadiyah, S. Pd., M. Pd.  
NIP.

Kuswatun Chasanah, S. Pd.  
NIP.

## **APPENDIX 7**

### **INTERVIEW**

#### **1. Interview with an English teacher at SMPN 16 Semarang**



## 2. Interview with 5 Students 7 Grade (G) at SMPN 16 Semarang

First student



Second student



Third student



Forth student



Fifth student



## **CURRICULUM VITAE**

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The Researcher,

Nabilla Fadena