

**STUDENTS' PERCEPTION ON POWTOON AS AN INTERACTIVE
LEARNING MEDIA IN TEACHING READING COMPREHENSION
OF ENGLISH AS A FOREIGN LANGUAGE (EFL) SECONDARY
SCHOOL LEARNERS**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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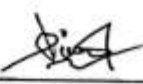


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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

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ABSTRACT

Annisa Mayliana. 1902050042. “Students’ Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English As A Foreign Language (EFL) Secondary School”. Thesis. English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024.

The background of this research was the student learning activities, students’ reading comprehension abilities in English are low, students’ lack enthusiasm to learn and lack of variety of learning media. The purpose of this study was to unpack students’ perception on PowToon in teaching reading comprehension at IX Grade SMP Al-Hikmah Medan and to describe how PowToon effectiveness for student in reading comprehension at IX Grade SMP Al-Hikmah Medan 2023/2024. This research was conducted with descriptive qualitative research approach by Creswell (2009). The data was obtained through questionnaires and interviews. The source of data used 30 students to answer 20 questions of the questionnaires related to the students’ perception then to support the data from questionnaires 10 students answer 5 questions from interview and the question also related to the students’ perception. The data analysis technique used in this research was qualitative data analysis technique (Miles, Huberman, and Saldana, 2014). The results of this study showed that students have positive and negative perceptions of PowToon as an interactive learning media in teaching English reading comprehension during the teaching and learning process and based on students’ perceptions, using PowToon is more effective, because it attracts students in the learning and teaching process and students also feel happy and very active when learning.

Keywords: *Students’ Perception, PowToon, Reading Comprehension*

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**Medan, March 2024
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CHAPTER I

INTRODUCTION

A. The Background of the Study

The technology is expanding at a quick rate, and its users come from many groups and generations. The technology is adaptable to the language teaching setting. As a result of the internet and technology, many individuals and organizations are creating free or paid applications and software to assist teachers in the classroom, particularly in language classes. There are several technological advantages to the learning process the use of software to integrate technology into the teaching and learning process may be a beneficial decision for teachers (Pourhosein, 2012). Digital innovation is a methodical change. Various technologies, such as technology for housekeeping, education, social, information technology, and soon, have been created. The evolution may be observed in the different technical breakthroughs that exist now. Technological improvements have also had an impact in numerous areas. One of the technological advantages that will be explored in this research is technology in the education field (Afkar, 2019).

Interactive media is the incorporation of digital media, such as combinations of electronic text, graphics, moving pictures, and sound, into a structured digital computerized environment that enables users to engage with the data for the intended goals. PowToon is an alternative digital media that can be used to educate English students. PowToon can assist teachers in the creation of

the learning process. The teacher can create attractive and fun learning experiences by using PowToon (Yuliantini, 2021). PowToon is software that delivers animation, video, and sound. PowToon's free icon, sound, and animation are attractive, but the program also offers a premium menu with more interesting icons, animations, and sounds (Sutisna et al., 2019). PowToon program has a variety of animation elements, text selections, clip art, and music. This software makes it easy for anybody to create an animated video. PowToon is an app that facilitates visual learning. As a result, this tool is free and simple to use. Obviously, PowToon becomes a popular tool for educators to use while presenting the procedure text.

One of the four language skills and the first step in learning English was reading. Reading was the process of generating meaning from text. The key words here were creation and meaning. Reading various printed materials, such as magazines, newspapers, fiction or nonfiction books, could help language learners learn, enjoy, and solve problems for students learning English as a Foreign Language, reading was a critical skill (EFL). The researcher claimed that reading activities let children gain the knowledge they needed while also extending their perspectives. Also, EFL readers would advance and improve in all academic topics. Also, they could communicate and interact with people from varied linguistic and cultural backgrounds.

English is a worldwide language, so all nations should acquire it. Many students in Indonesia still struggle to acquire English. EFL students are Indonesian students who study English as a foreign language (Yuliantini, 2021).

Listening, Speaking, Reading, and Writing are the four skills that students must acquire when studying English. Reading is one of the skills that students must develop. Reading allows students to gain information from a variety of sources, which will significantly assist them in developing their academic areas. According to researcher English as a Foreign Language (EFL) refers to the study or use of the English language by speakers of other native language in a region where English is not primary language. It involves learning English for communication and proficiency rather than as a native language.

Reading is a must for all students, regardless of their level of proficiency. However, the majority of them struggle to fully understand the text, particularly in academic materials that frequently contain long sections and a large number of unfamiliar words. This is because comprehension is a challenging process that requires prior knowledge from the students (Fitriana, 2018). Giles also claims that reading is not a passive act of receiving meaning; meaning is embedded in the print, and if decoded correctly, the correct meaning will arrive in our heads. Reading entailed an active process of meaning creation. As a result, readers do not expect to understand a particular text in the same way.

Reading comprehension instruction in the classroom focuses only on linguistic aspects without allowing students to engage meaningfully with the text. While reading in class, teachers may assist students with understanding new vocabulary words or language structures, but reading itself does not only center on those tasks. As you read, As readers students should also think about the text's implied meaning and the how authors convey their opinions and views on a

certain subject (Prasetyaningsih, 2017). According to Yale (2008), comprehension is making sense of the text. The process of constructing meaning from text is known as reading comprehension. Reading comprehension is essential because reading without it provides no information to the reader. Based on the explanation above, the researcher concludes that reading is a necessary skill for good thinking, particularly for students. Reading is an important skill to learn because it requires an active process from the eyes and brain to comprehend the text.

As well as observations made by researcher during internships, researcher found that at SMP Al-Hikmah Medan that the teacher has never used interactive media, such as PowToon, to teach reading comprehension abilities. The development of effective learning media for students is hampered by the fact that students can only learn via traditional learning media. Students' reading comprehension abilities in English are low, and they lack enthusiasm to learn, as a result of the current situation where interactive media has not been used. Other learning media for reading comprehension in the classroom are not included in the teaching materials, which mostly concentrate on textbooks. Despite the teacher's efforts, students' reading comprehension skills do not significantly increase as a result of the dialogue-based learning system that has been put in place.

Based on the information gathered during the observation, it is clear that the majority of students have poor test scores and are unable to pass the reading comprehension exam using the minimal requirements (KKM). The researcher comes to the conclusion that students' lack of interest in reading comprehension is

caused by the teacher's use of traditional teaching tools like textbooks, which leads to poor performance.

The results showed that using PowToon in the classroom might foster a friendly atmosphere, increase student enthusiasm and independence, and foster instructor innovation, according to a different research by Anita and Kardena (2021). According to (Ardaningsih & Adnyayanti, 2022) One of the most important types of learning materials available today is technology-based learning. An instrument that teachers may use to help students understand the topic is the Powtoon program. With Powtoon, a creator may add style, fun, and attractiveness to their videos. Nevertheless, it is also more efficient to use. Powtoon can assist teachers present the subject in the classroom and have a significant impact on students' enthusiasm to study. Powtoon may be utilized in education at all levels, but it is particularly useful in primary schools where it can both encourage and draw in kids.

So for solving the problems, the interesting media used by researcher is PowToon. PowToon has many advantages including being interactive, attractive visually and audio/covering all aspects of the senses, practical use, varied, allowing for feedback from students and being able to provide motivation to student.

B. The Identification of the Problems

Based on the description of the background of the study stated above, the problems of the study were formulated as follows:

1. Students' reading comprehension abilities in English were low
2. Students' lack enthusiasm to learn
3. Lack of variety of learning media

C. The Scope and Limitation of the Study

Based on the identification of the problem above, it is necessary to the research problem to avoid expanding the discussion focused on students' perception on using PowToon as interactive media in Reading Comprehension of Procedure Text specifically at grade IX SMP Al-Hikmah Medan 2023/2024. This limit research problem allow for a more focus and specific observation into how students perception the effectiveness of PowToon in improving their reading comprehension in context of procedure text.

D. The Formulation of the Problems

The problem of this research was formulated as the follow:

1. How students' perception to PowToon as interactive media in teaching reading comprehension of Procedure Text at grade IX SMP Al-Hikmah Medan?
2. How effective PowToon did in teaching reading comprehension of procedure at grade IX SMP Al-Hikmah Medan?

E. The Objectives of the Study

Based on the problem of study above, the objectives of the study was:

1. To unpack students' perception on PowToon in reading comprehension at IX Grade SMP Al-Hikmah Medan.
2. To describe how PowToon effectiveness for student in reading comprehension at IX Grade SMP Al-Hikmah Medan.

F. The Significances of the Problem

The research result was expected to give information:

1. Theoretically, this research can give help to get prior information about the students' perception in reading comprehension.
2. Practically, the findings are useful for:
 - a. For the teachers, the result of this research is expected to give information about students' perception to PowToon as interactive learning media in teaching reading comprehension. The teacher also can use different media while teaching reading comprehension but be more careful about the media that used in the classroom.
 - b. For the students, the research is expected to motivate, interest and understanding them in learning language in the classroom especially in reading comprehension.
 - c. For the researchers, the research result is expected to give information and knowledge about students' perception to PowToon as interactive learning media in teaching reading comprehension and to do the next research better in the future.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

2.1 Students Perception

2.1.1 Definition of Perception

Perception is the process through which an individual bases their actions on data gathered via observation using their five senses. Perception is knowledge that may be helpful to individuals who require the information since it is knowledge that is also gained by actions, the environment, and the learning process. Mismara's study asserts that perception is the acknowledgment of knowing via our sexual knowledge and how we react to it. We then use this knowledge to make an effort to interact with our environment. While conducting research on the efficacy of blended learning, Wright (2017) contends that it is essential to concentrate on students' perspectives.

It is essential to comprehend how students see the world, according to Iskandar (2021), since it influences how well a teacher is rated in teaching evaluations after learning the students' viewpoints. The opinions of the students must be taken into account while evaluating the effectiveness of teaching and learning, claim Quadratullah et al. (2020). The instructor may change teaching strategies that students will enjoy and improve earlier techniques to pique students' interest after understanding the opinions of the

students in order to assess how to provide excellent information to students. As a consequence, how well instructors are seen by their pupils has a big impact on their performance (Oktaria & Rohmayadevi, 2021).

Students' perceptions are particularly important in the realm of teaching and learning because instructors, lecturers, and teachers must take students' preferences into account when developing instructional materials and courses. In addition, instructors must take into account students' past knowledge, even if doing so might be difficult for lecturers. When teachers create test questions, they use the same procedure. The goals of the classes must be known by the instructors since they must ensure that students understand the material while assessing their knowledge, which relates to the question of test validity. Students' perception is a process of students' behavior towards the information about an object in the school environment, especially in the classroom through by their sensory system, so students can give meaning and interpret the object being observed.

2.1.2 Theory of Perception

According to Demuth (2013), perception theory categorizes vision into two basic groups: the theory of direct perception (bottom-up) and the theory of indirect perception (top-down). Direct perception (bottom-up) is the process through which sensory characteristics use tangible information or facts to determine or influence our final perception. People's perceptions of the things that happen to us or the experiences we have are regarded as sensory input, which affects subsequent processing. Indirect perception (top-down), on the

other hand, is a view that is founded only on our knowledge and lacks the benefit of experience. The optimal conditions for this kind of conventional perceptual experiments are those in which all participants behave consistently, have a simple language to explain their feelings, and have very short events separated by intelligible gaps (Broadbent, 2013).

2.1.3 Types of Perception

Irwanto (2002) stated that perception outcomes from people interacting with viewed things may be separated into two categories:

- 1) Positive perception, which describes all knowledge and reactions that people continue to use.
- 2) Negative perception, which refers to any information and reactions that are at chances with what is being perceived individual perception.

It can be said that the perception both positive and negative will always effect a person in carry out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

2.1.4 Process of Perception

According to Qiong (2017), the three steps of the perception process are selection, organization, and interpretation. The first stage is selection. the early stage of perception when ambient stimuli are transformed into meaningful experiences. Words like "accident witnesses," "ticking clocks," and related expressions, for instance, may be stimulating. These inputs are sent simultaneously to the sensory organs for processing. Organization is the

next step. We now need to arrange them in various ways in accordance with certain meaning patterns. At this level of perception, we will be able to recognize the scenario or social or physical item we come into touch with by its form, color, texture, and size. People may use phrases like skin tone, race, or country to characterize people, for example, if they were requested to do so.

2.2 PowToon as Interactive Multimedia

2.2.1 Definition of PowToon as Interactive Media

The terms "multi" and "media" are combined to form the term "multimedia." The phrases "multi" and "media" are plural variants of the word "medium," which is defined as a channel or system of communication, information, or entertainment, according to the Merriam-Webster electronic dictionary that was released in 2018. Therefore, the simultaneous use of many media in combination is the definition of multimedia (Gafur, 2012: 105). According to Gafur, multimedia refers to information that is computer-mediated and continuously given in a variety of media, according to Ke (2008), referenced in Nusir et al. (2013: 306).

Haffost (Feldmans, 1994), cited in Munir (2009: 190), defined a multimedia system as a computer system made up of hardware and software that makes it easy to merge pictures, video, photography, graphics, and animation with sound, text, and data controlled by a computer program. Multimedia is also defined as the mix of text, art, music, animation, and video that is provided to the end user through computer or other electronic or

digitally changed methods, according to Essel et al. (2016: 75). Vaughan (2011) offered this definition. Multimedia is just a means of delivering information electronically to an audience.

According to Wiana (2017: 103) there are commonly two types of multimedia: a) Linear multimedia is a type of multimedia that lacks a user-controllable controlled device. The material is being played sequentially. examples from television and motion pictures. b) Interactive multimedia is a type of multimedia that enables users to choose their next course of action by using a controller. Two types of interactive multimedia are application games and interactive CDs.

An example of audio and visual learning material is PowToon. According to Mafita Sari and Suci Rohayati (2017), "PowToon is one type of online service that has interesting animation features in delivering messages in the form of videos. "This is one method of employing interactive learning media that uses a variety of media, including audio and visual, to teach challenging subject in an enjoyable way. Because of this, using modern media in the classroom as a substitute for traditional teaching methods is incredibly engaging and helps both teachers and students avoid growing bored with their lessons.

According to Diah et al. (2021), PowToon is an animation-video audio-visual medium that may be utilized in teaching and learning processes and functions similarly to PowerPoint. For more comprehensive and simpler-to-create presentation features, including handwriting animation, animated

cartoons, brighter transition effects, and extremely simple and amusing timeline settings, students may utilize PowToon, a free online tool (Ariyanto et al., 2018).

2.2.2 Criteria and Types of Interactive Multimedia

As stated by Stemler (in Wajiman, 2010), a successful interactive multimedia should grab students' attention, support them in finding and organizing relevant facts, and help them integrate it into their thinking. Therefore, it is essential to comprehend the requirements for interactive multimedia before producing it. The following five criteria are listed by Newby (2000) for interactive multimedia.

a) Graphics:

In graphic design, it's important to strike a balance between realism and abstraction to avoid overwhelming viewers with unnecessary detail or confusing imagery. By simplifying complex elements while retaining key features, designers can create graphics that effectively convey their message without being overly realistic or abstract. Additionally, removing distracting backgrounds helps to direct the viewer's attention towards the main subject, enhancing clarity and focus. These practices contribute to more visually appealing and impactful graphics that communicate ideas clearly and effectively.

b) Texts:

When it comes to text in visuals, several principles enhance readability and impact. Firstly, centering titles at the top ensures they catch the viewer's

attention immediately. Titles should be concise yet descriptive, containing essential keywords to convey the main message effectively. Cutting out unnecessary words maintains clarity and avoids overwhelming the audience. Emphasis can be added through formatting techniques like italics, boldface, color, or changes in script style, drawing attention to crucial information. Keeping text minimal on each graphic prevents overcrowding and ensures focus remains on the core message. Lastly, leaving adequate space between lines, approximately 1.12 times the word height, improves readability and overall aesthetic appeal. Integrating these strategies results in visually compelling and easily digestible text within graphics.

c) Colors

Utilizing colors effectively in design involves several key principles. Firstly, employing the brightest and lightest colors directs attention to critical elements within the visual hierarchy, ensuring they stand out prominently. Contrast between lettering and visuals against background colors enhances readability and visibility. Selecting harmonious colors creates a cohesive and visually pleasing composition. Consistency in background colors across a series of visuals maintains brand identity and cohesion. Limiting the color palette to five colors per visual prevents overwhelming the viewer and maintains clarity. By adhering to these principles, designers can create visually appealing and impactful graphics that effectively convey their message.

d) Layout

In layout design, simplicity is key to ensuring clarity and ease of comprehension for the audience. By keeping visuals straightforward and uncluttered, designers can effectively convey their message without overwhelming viewers. Emphasizing important elements through size, relationships, perspective, and visual tools like color and space helps to guide the viewer's attention and highlight key information. When creating overhead transparencies, opting for a horizontal format ensures optimal readability and engagement. Employing a visually appealing layout that appears balanced and orderly enhances the overall aesthetic and professionalism of the design, making it more inviting and memorable to the audience.

e) Audio

Recording in an environment as free of noise and reverberations as possible. A small room, such as an office, is preferable to a large classroom.

According to Robyler and Edwards (2000), the primary storage device utilized may categorize multimedia into several types. As follows:

- 1) Interactive videodiscs (IVD)
- 2) Compact discs read only memories (CDR)
- 3) Digital versatile discs (DVD)
- 4) Compact discs-interactive (CD-I)
- 5) Digital video interactive (DVI)
- 6) Photo-graphic compact discs (Photo CDs)

2.2.3 Advantages of PowToon as Interactive Multimedia

A new way of conveying information in the learning and earning processes is interactive multimedia. Khoo (1994) lists the following advantages of employing multimedia in the classroom: (1) shorter learning sessions; (2) lower costs; (3) fairness and consistency in training; (4) more retention; (5) learning mastery; (6) greater motivation; (7) more interactive learning; (8) enhanced safety; (9) privacy; (10) flexibility.

The process of learning a foreign language may be facilitated by computer systems, according to Brown (2000), by offering lexical and grammatical guidance at anticipated spots of difficulty. Brown argues that language learners will eventually employ computer-based assessment to examine their responses, including electronic corrections.

2.3 Reading Comprehension

2.3.1 Definition of Reading Comprehension

Reading is a technique to receive information from anything written, and it is one of the four language abilities (listening, speaking, reading, and writing) that everyone should learn and master. According to Nuriati, et al. (2015: 1), reading is one of the methods to communicate in writing. Reading involves more than just obtaining information; it also requires comprehension and knowledge in order to draw conclusions from the text.

Goestina (2016) asserts that reading is a sophisticated, deliberate, social, and cognitive activity in which readers generate meaning by drawing

on their familiarity with both spoken and written language, their understanding of the subject matter, and their cultural background. Instead than being a technical ability learned once and for all in the primary years, reading is a developmental process. The ability to read proficiently increases with time as a result of exposure to a variety of texts and general reading for a variety of reasons. Reading is more than simply decoding words; it's also about developing comprehension and meaning to broaden thinking and replace outmoded information with more modern concepts (Weaver, 2002). In conclusion, reading is crucial for pupils' growth of knowledge. The main objective of reading is comprehension, which may be thought of as a process of information extraction from a text.

Students must be able to interpret what they read, relate what they read to what they already know, and reflect carefully on what they have read in order to effectively grasp written content. According to Duke (2003: 230), comprehension is a process in which readers engage with literature to make sense of it utilizing a mix of information from the text, reader viewpoints, and previous knowledge and experience. Reading is meant to be understood, thus if someone can read the words but cannot relate to or comprehend what they are reading, they are not reading.

Good readers have the ability to absorb what they read, understand it, make sense of it, and internalize it. They are engaged and intentional. Since comprehension is the result of the reading process, Blair et al. (2005: 247) said that "you would expect to find students engaged in reading comprehension

instruction during a large portion of classroom reading time." Reading and comprehension are the two terms that make up reading comprehension, according to Mashuri et al. (2015: 2). In order to absorb the meaningful interpretation of written linguistic symbols via the medium of writing, the author and the reader engage in a complex and difficult conversation process known as reading comprehension.

2.3.2 Types of Reading

The various kinds of reading done only for the purpose of reading were classified by Abbot et al. (1981: 92).

1) Skimming

According to Arundel in Reading and Study Skill Lab (1999), skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content. Skimming is usually used in three different part of situation. The first is pre-reading, reviewing, and reading. In pre reading, skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later. In reviewing, skimming is useful for reviewing text already read. The last situation is for reading, skimming is most often used for quickly reading material that, for any number of reasons does not need more detailed attention. When someone skims, he alternate reads and glances, and the goal is to obtain an impression of the whole.

2) Scanning

Scanning is stated by Ana Arundel Community College Reading and Study Skill Lab (1999), scanning is very useful for finding a specific names, date, statistic, or fact without reading the entire article. Scanning is useful in locating statements, definitions, formulas, etc. which you must remember completely and precisely. While Bell (2001) describes scanning system as a technique someone often uses when looking up a word in the telephone book or dictionary. It is usually used for searching key words or ideas. In most cases, the reader knows what he is looking for, so he is concentrating on finding a particular answer. Scanning is also used when the reader first finds a resource to determine whether it will answer his questions. When scanning, the reader has to look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin

3) Intensive Reading

A reading strategy focused on thorough comprehension and analysis of a text. It involves close examination of language, structure, and content to extract meaning and nuances. The goal is to understand details, infer underlying themes, and interpret the author's intentions. Intensive reading often involves reading shorter texts or excerpts multiple times to grasp intricate details and subtleties. It encourages active engagement with the material through annotation, note-taking, and reflection. This approach

is commonly used in academic settings to enhance language proficiency and critical thinking skills. Intensive reading is contrasted with extensive reading, which prioritizes reading for gist and overall understanding without delving deeply into the finer points of the text. Ultimately, intensive reading aims to develop deep comprehension and analytical skills essential for advanced literacy and academic success.

2.3.3 The Importance of Reading

Reading is a crucial ability in a variety of circumstances, but schooling is one of them. Grabe (2009: 5) argues that since all information is now written down, students nowadays must read a much. Students should have strong reading abilities in order to understand the text's content. Additionally, Harrison (2004) argues that reading is crucial for both intellectual advancement and improving people's capacity for gratitude. The development of emotional, moral, and linguistic intelligence will start with this skill. Additionally, these changes affect the character traits that individuals develop.

2.4 Type of Text

2.4.1 Definition of Procedure Text

According to Anderson and Anderson (2003), procedural texts are any writings that advise us on how to do a certain task. This text's objective is to provide instructions on how to carry out a task. It implies that procedural texts are texts that guide us through a task or provide us with instructions on how to do it. Itineraries, instructions, recipes, and directions are a few examples of

procedural text. Additionally, the method that must be followed in order to produce a good result is described in the procedure text based on (Walter, 2015).

The writer concludes from the previous explanation that a process text instructs and directs the reader on how to carry out a task by following a set of instructions or a series of stages.

2.4.2 Generic Structure of Procedure Text

Generic (noun) is defined as belonging to or describing a class or group of objects by Oxford Dictionary. Structure, on the other hand, is the order and relationships between the constituent pieces or elements of a complex entity. Therefore, the general structure of a procedural text refers to the feature that demonstrates or explains how to manufacture, perform, or use anything in a sequential manner.

According to (Jahur & Djusma, 2008) the characteristic of procedural text are:

- a. Goal/Purpose: To provide details on what we need. It indicates that in order to produce procedure text, the aim or title must clearly state what is required. Taking the recipe for mushroom soup as an example. The primary heading or the text's title includes the name of the formula we will create. The purpose of the process text is this section.
- b. Materials: This section requires us to list the materials we will need to create something. It implies that we can determine the materials and

content we require for this segment. As an example, we list chicken stock, salt, cream, pepper, mushrooms, and eggs. The materials of process text refers to this section. A list or a paragraph may be used as the materials.

- c. Steps: This section requires us to explain how something is completed via a series of steps or stages. This indicates that in this part, we may get the instructions for making anything. As in "prepare mushrooms and place in frying pan with melted butter, cover and cook for 10 minutes". The technique of procedure text is the name of this section.

2.4.3 Language Features of Procedure Text

According to Anderson and Anderson (2003), linguistic elements common to stated procedure text include:

- a. Sentences begun with action verb (imperative sentences). Because procedure texts are intended to describe how to make and perform something by following instructions, they often utilize imperative phrases. It often uses imperative phrases to describe how individuals carry out different activities in a series of phases. English imperative sentences typically have no subject and just one fundamental verb, and they are used to order or forbid others. example: Fill the cup with hot water.
- b. Sequence words or temporal conjunctions. In procedure texts, it is used to denote the order in which certain tasks should be completed. First,

then, next, and lastly, for instance, or numbers like 1..., 2..., 3.... that indicate the sequence of doing the operation

- c. Adverbs of manner. It serves to specify the proper way to carry out the activities. For example: mix thoroughly, stirring gently, put quickly, stir firmly.
- d. For example, using precise terminology and technical jargon to indicate the precise quantity of material needed to create process text 300 grams of tapioca flour, 100 ml water, 1 kilos of meat.

2.5 PowToon

2.5.1 Definition of PowToon

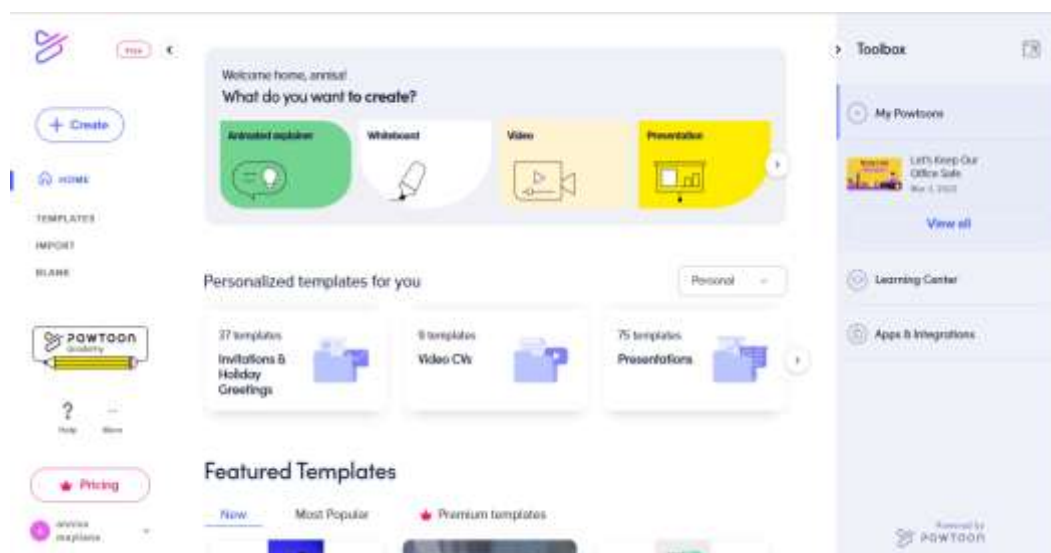
Software for creating presentations is offered by PowToon. The PowToon does not need installation on a computer, in contrast to other applications that requires. As long as the PowToon website is linked to the internet, users may begin working there right away. For presentations, PowToon offers a selection of simple layouts and themes. PowToon offers a variety of text styles, colors, and even basic animations for moving text. Typically, PowToon offers a variety of cartoons, from cartoons of people to those of other items seen in everyday life. PowToon is hence an excellent choice for using as an alternate medium for subject matter delivery (Siregar & Frisnoiry, 2019).

2.5.2 Steps in Using The PowToon Application

The following are the steps for using the PowToon application:

1. Go to Google, then type PowToon into the search box, and then select www.Powtoon.com.
2. If you do not already have an account, click Sign Up after the PowToon start page appears, while those who do already have an account can click Login.
3. Once you have successfully entered the PowToon application, you can select a free template to match the animated video that you will create.
4. The following is the display of the presentation application template, where you can edit the presentation video until the finish.
 - a) On the right side of the image, interesting features such as Character, Text Effect, Animation, Props, and Background are available.
 - b) Then, click on the sentence to replace one of the existing sentences with your own. If you want to add a writing effect, select the "Text Effect" option, for example, "hand writing," then click on the hand icon, then double-click on the text box to fill in the text to be created.
 - c) A time line (red arrow) can be used to control when an object appears and when it stops or disappears. How to: Click the yellow object, then move the cursor to the time line (green). Slide the green box to the appropriate time.
5. Video preview and edit if something is not appropriate.

6. Save PowToon Learning Media Videos can facilitate educators or students in understanding the material delivered by the speaker, because PowToon is equipped with a video that contains the explanation of the material being taught.



2.5.3 The Advantages of PowToon

The PowToon application provides the following benefits, among others: It is well suited for learning at junior high school because it is visually appealing, which prevents students from getting bored easily. It has animated features such as handwriting, cartoons, and different transition effects. It also reduces teacher verbalism in delivering material.

2.5.4 The Disadvantages of PowToon

There are a few issues with the PowToon application, and they are as follows: At the secondary and postsecondary levels of school, PowToon presentations are less successful. This is due to the fact that the manufacturing

process must be linked to the internet and needs a reliable internet connection due to the short timeframe.

B. Relevant Studies

The first relevant study has the titled “The Use of PowToon Software Program in Teaching and Learning Process: The Students’ Perception and Challenges” Conducted by Entis Sutisna, lungguh Halira Vonti and Septian Agung Tresnady (2019). The purpose of this project is the PowToon program to learn more about how students perceive and face problems throughout the teaching and learning process. Qualitative information is gathered via questionnaires, interviews, and classroom observations. By collecting the data, categorizing it, comparing it to the theory, developing interpretations, and presenting the findings, the qualitative data are analyzed. The study's findings explain the difficulties that both instructors and students had while using this kind of software to educate, as well as how students perceive learning using it. As a result, it is also discovered that employing animation videos to teach makes learning more fascinating. However, the motion of the animation itself, which disrupts students' concentration, is one of the difficulties that the students encountered when learning through the animation video created by Pow Toon software. As a result, the teachers who will use the media should take best instructional technique in the teaching and learning process into consideration. Additionally, the explanation in the video moves very quickly. They must thus pay more attention to the actual content. However, one of the cutting-edge

approaches and a must for the new millennium is the use of digital media in the teaching and learning process.

It has been discovered that teaching narrative text using an animated movie created using PowToon software may aid students in understanding the subject. Learning via a video created using PowToon software makes the process more engaging. On the other hand, if the explanation on the video is too quick, the motion of the animation from the video may divert students' attention from the lesson's topics. They must thus pay more attention to the actual content.

The researcher would like to offer the suggestion to the three subjects in relation to the data and data analysis, which come from the students' perspective and challenges in learning narrative text through the animation video from PowToon software. This will help the teaching and learning process in the future. Instead of using the traditional way, it is advised that English instructors consider using an animated film created using the PowToon program as a teaching tool. This may make the learning process more engaging for students.

The Second relevant study has titled "The Effect of Using PowToon on Learning English as a Foreign Language" Conducted by Charbel Semaan and Nour Ismail (2018). The purpose of this project is to evaluate PowToon's efficacy in a classroom setting where pupils are learning English as a foreign language (EFL). PowToon seemed to be an excellent tool to both increase active reading and engagement and integrate project-based learning (PBL) when the researchers saw difficulties in understanding new ideas owing to unworthy language abilities. The study's implementation has had a good impact on the learners' level of

engagement, comprehension, and acquisition of reading techniques. The researchers proposed highlighting PowToon's usage in the learning process after noting that students shown commitment and passion for its use in the classroom. Similar to this, the instructor has shown interest in this technological instrument due to its significant impact on students' understanding, learning methodologies, and ability to resolve onerous management issues.

The Third relevant study has the titled “Designing PowToon Comic Instructional Media For Teaching Reading A Descriptive Text: A Case Study At Sman 4 Jember” Conducted by Ismatul Maula (2019). The purpose of this project is to create instructional PowToon comics for teaching people how to read texts that describe places, people, animals, and objects. The study is a PowToon comic created utilizing D&D research that follows the planning, creating, developing, and validating phases of the Richey & Klein (2007) and Alessi & Trollip (2001) models for teaching reading descriptive texts. The 34 pupils in class X MIPA 1 of SMAN 4 Jember are the users of the descriptive text content, which is the product of planning. Choosing the collection source happens at the same time as planning. In the designing stage, material from the planning stage is developed. The creation of the PowToon comic instructive material is taking place at this time. Additionally, validation of the PowToon comic instructional material was done via testing, observation, and interviews. Students' favorable reactions to the media throughout the experiment and the observation of their behavior during the experiment indicate that they were engaged and excited while seeing the PowToon comic instructional media. Additionally, the advisor and English

instructor provide feedback and recommendations for PowToon comic educational medium. Furthermore, depending on both internal and external assessment, adjustments were made twice.

The thesis differs from other studies in that PowToon has not been widely used as a tool for teaching reading in educational settings. Other reading comprehension learning tools rarely provide advantages like PowToon has. In PowToon animation videos, there are interesting animations, graphics, and voiceovers so that students may boost their knowledge and engagement with reading content. PowToon offers several techniques to help students more comprehend and interested in reading procedural texts. Students' perceptions of PowToon in reading comprehension of procedural manuals are being studied by researchers. These are some of the ways in which the thesis and relevant research diverge

C. Conceptual Framework

The conceptual framework of this study begins with the idea nowadays, in teaching reading, most of teachers only use conventional media, such book as the main instrument. Lack of media variations, can make the students bored. Hence, the writer conducted the study by using PowToon for decreasing boredom of learning reading activity. The PowToon application is an internet-based application that can show theory in an interactive way. PowToon supports a variety of text styles and colors, as well as basic motions for moving text. PowToon typically offers a wide range of cartoons, ranging from human-shaped cartoons to everyday items. As a result, PowToon is an excellent substitute

medium for conveying topic matter. Therefore, the writer conducted a study entitled, "Students' Perception to PowToon as interactive media in reading comprehension".

This study focuses on the use of PowToon, an interactive media, to teach reading. The researcher wishes to examine how PowToon is use as an interactive tool for teaching English reading in the classroom via reading exercises. Then, the researcher wants to get students' perceptions about using PowToon as an interactive multimedia for learning to read. The subject of this research for ninth-grade students of SMP Al-Hikmah Medan". This research is to analyze about a learning method so that students can do more than just listen to the teacher's explanation or read texts during learning but students can enjoy the process in their fantasy and imagination. Therefore, researchers must make live-action class to communicate for class activities, to motivate students to learn, and to make students participate in understanding the reading in class during the learning process. Then, get students' perceptions of the interactive media find conclusions from the results of reading learning using PowToon.

The theoretical framework of the study can be visualized as follows. It can show the procedure of the research.

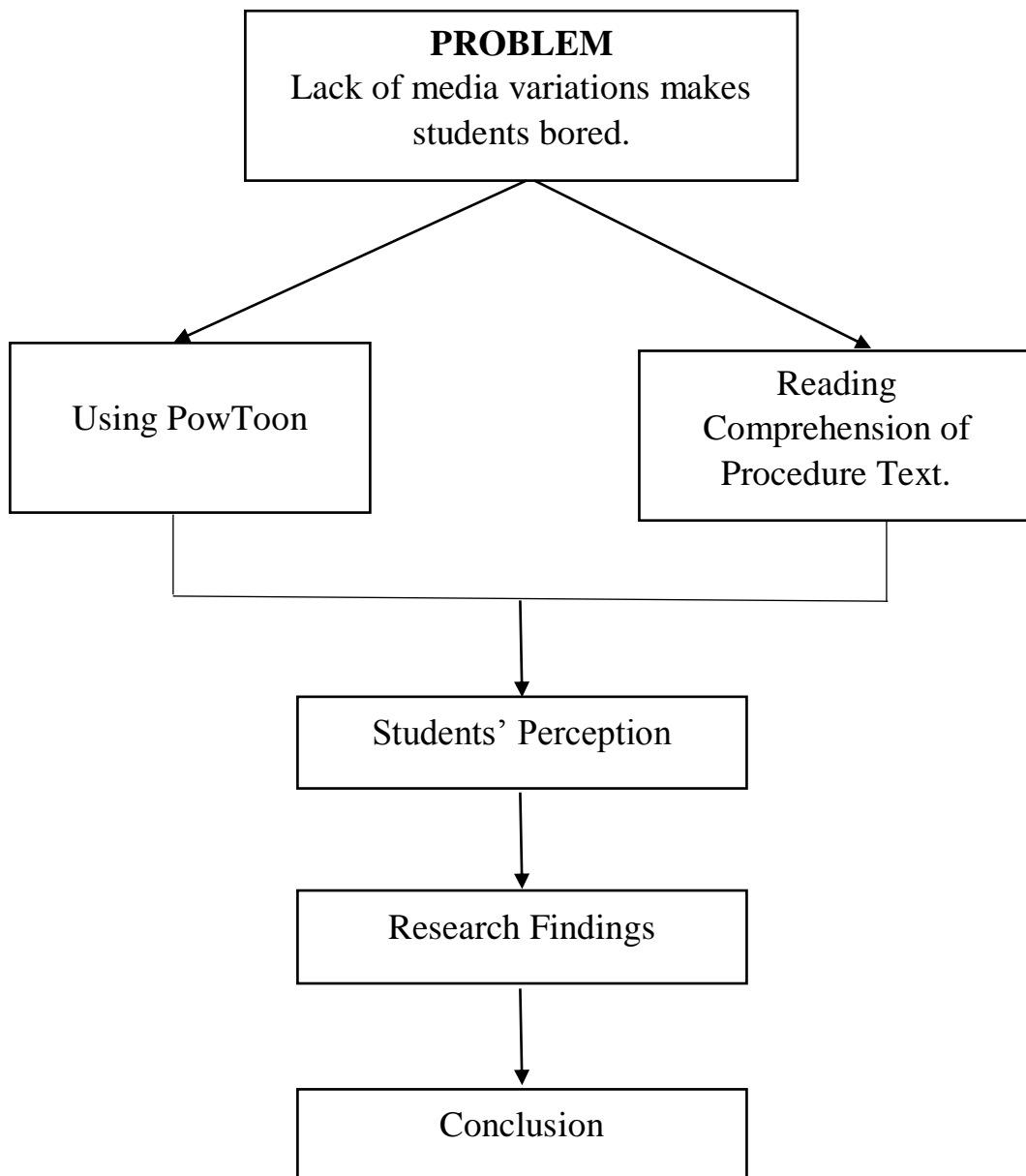


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The research issues for this study addressed using the descriptive qualitative approach. The social phenomena examined and understood using a descriptive qualitative research approach (Creswell, 2009). In this research, the conditions or situations in the classroom were extensively described using the descriptive qualitative approach. Qualitative research also served as a technique for presenting and evaluating data, encouraging the creation of fresh ideas or hypotheses. Furthermore, it fostered the utilization of data from normal settings. The environmental occurrences examined in this research were connected to the markers of students' perception in reading comprehension.

The research adopted a qualitative approach as it sought to understand how ninth-grade students at SMP Al-Hikmah Medan perceived PowToon as an interactive media for reading comprehension of procedure text. A case study, in accordance with (Fraenkel & Wallen, 2009), will be a qualitative research technique that will look at a single person, group, or noteworthy example in order to provide an interpretation for the specific situation or to offer useful generalizations. In an effort to comprehend the case of students' perception of PowToon as an interactive medium in reading comprehension of Procedure Text at grade IX SMP Al-Hikmah Medan, the writer used the case study technique to examine specific instructors.

B. Data and Source of Data

The data of this study were the result of observation, interviewing the students, giving the questionnaire, and transcribing the interviews with the students of SMP Al-Hikmah Medan. The sources of data for this study were students at grade IX of SMP Al-Hikmah Medan. There were 30 students in the class.

C. Research Instruments

There are two main instruments use in this study:

1. Questionnaire Sheet

The questionnaire sheets were expected to accurately represent the students' perception of PowToon. The students were instructed to read each of the statements and place a checkmark (✓) next to the one that most accurately captured how they felt about using PowToon to teach reading comprehension of procedure text. The questionnaire was designed in Bahasa Indonesia to reduce misunderstanding among responders.

2. Interview Transcript

The next instrument was an interview conducted through the recorded voice of the students. Since numerous indicators might have affected how the students perceived the use of PowToon in reading comprehension of procedure text, the interview was employed to enhance the questionnaire sheet. The interview comprised 5 questions that addressed both the advantages and disadvantages of utilizing PowToon in

reading comprehension of procedure text from the perception of students.

The interview was conducted in Bahasa Indonesia to reduce misunderstanding among the respondents.

D. Technique of Data Collection

The main approaches for acquiring data in mix methods include participant observation, depth interviews, and documentation. According to Sugiyono (2008, p. 225), the primary methods employed by qualitative researcher to obtain information include participation in the setting, direct observation, in-depth interviews, and documentation review. In this study, the researcher employed both an interview and a questionnaire.

1. Questionnaire

A questionnaire was a set of questions used to gather information from respondents about their perceptions. The study used a closed-ended questionnaire in which there were several alternative answers related to each question, making it easier for respondents to choose from the available answers. This questionnaire was shared with students. It contained identity information and questions aimed at obtaining information about the students' perception of PowToon as an interactive media in reading comprehension of procedure text at grade IX SMP Al-Hikmah. The researcher distributed questionnaire sheets to the students regarding their perception of PowToon in reading comprehension. Afterward, the researcher analyzed the data from the questionnaire.

2. Interview

Fraenkel and Wallen (2009:445) stated that conducting interviews was a crucial step for researchers to confirm their findings. An interview was a method of gathering data that entailed speaking directly with select respondents in order to elicit verbal replies, which were regarded as valid and trustworthy measures. Prior to conducting the interviews in this research, the students were grouped according to the questionnaire findings that revealed their perceptions. In order to acquire comprehensive data, the researcher conducted interviews with the students who had the highest and lowest questionnaire scores. The researcher asked the interview subjects to elaborate on their comments in order to elicit clarity and further details. During the interviews, the researcher asked the students 5 questions. The information gathered from the questionnaire and interviews was then examined.

E. Technique of Data Analysis

Data analysis may be carried out both during and after the research process according to Miles and Huberman's use of reciprocal analysis in qualitative research. According to Miles, Huberman, and Saldana (2014), this related data collection and processing technique supports an interactive process. The analytical model gives researchers a framework for planning and organizing the data analysis process, allowing them to interact with the gathered data continually throughout the study process.

1) Data Collection

Questionnaires and interviews are used in this study's data collection to learn more about how students use PowToon as interactive media for reading comprehension of procedure text. In addition to the procedure of collection data, the researcher also observed ninth-grade students in one class. the observation of students in a classroom context gives insightful information that enhances the data gathered from questionnaires and interviews.

2) Data Reduction

The selection process focuses on simplification, abstraction, and transformation of raw data emerging from written notes in the field. Data reduction occurs continuously during qualitative research. During data collection, the next reduction stage occurs (summarizing, coding, exploring themes, creating clusters, partitioning, making memos). Data reduction is a form of analysis that sharpens, classifies, directs, eliminates unnecessary things, and organizes data in such a way that final conclusions can be drawn and verified.

3) Data Display

The process of presenting it as a structured collection of information that allows better conclusions and actions and is the main means of valid qualitative analysis, which includes: various types of matrices, graphs, networks and charts. Everything is designed to combine organized information in a convenient form. In this way the analyst can see what is happening, and

determine whether to draw the correct conclusion or continue the analysis according to the suggestions narrated by the presentation as potentially useful.

4) Data Conclusion

The final part of this research is to provide a brief summary of the research and examine the data collected for analysis to verify the correctness of the data. The final verification process is reviewing field notes, meaning that the meaning that emerges from other data must be tested for validity, robustness, suitability and validity. The final conclusion does not only occur during the data collection process, but needs to be verified so that it can truly be accounted for.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data

This chapter contained research results and explanations to answer the problem formulation. The researcher divided the data based on the results of observations and questionnaires. Researcher used class IX-5 included 30 students as samples in this research and the sample was asked to fill out a 20 questions questionnaire. Next, the researchers analyzed students' perceptions of PowToon as an interactive learning media in teaching reading comprehension of English as a foreign language (EFL) secondary school learners. In this discussion section, the researcher discussed the research findings with the supporting concepts that had been presented previously.

This chapter contained the research results and explanations to answer the problem formulation. Researchers divided data based on the results of observations and questionnaires. Next, the researcher analyzed how students applied and responded to rewards and punishment in learning English. In this discussion section, the researcher discussed the research findings with the supporting concepts that had been presented previously.

B. Data Analysis

1. Questionnaire Result

This research is related to students' perception on PowToon as an interactive learning media in teaching reading comprehension of English as a foreign language (EFL) secondary school learners. This research surveyed 30 class IX students at Al-Hikmah Middle School. There is this research using 20 questions to find out students' perception on PowToon as an interactive learning media in teaching reading comprehension. Based on the data collected, researchers can analyze students' perceptions on PowToon as an interactive learning media in teaching reading comprehension through 20 questions. The calculations used a Likert scale with the provisions of strongly agree the score is 5, agree the score is 4, disagree the score is 3, strongly disagree the score is 2

Table 4.1. Question and number of respondents in the questionnaire.

No.	Statement	Answer			
		SA	A	DA	SDA
1.	I feel that PowToon media has attracted my interest in learning to read.	25 83.33%	5 16.66%	0 0%	0 0%
2.	The material presented can improve my ability to think critically.	11 36.66%	19 63.33%	0 0%	0 0%
3.	The learning media is	6	24	0	0

No.	Statement	Answer			
		SA	A	DA	SDA
	interactive so it motivates you to learn independently.	20%	80%	0%	0%
4.	Using PowToon media motivates you to improve the quality of your English.	11 36.66%	19 63.33%	0 0%	0 0%
5.	This PowToon learning media aroused my interest in learning.	10 33.33%	20 66.66%	0 0%	0 0%
6.	This learning video using PowToon media makes me sleepy.	0 0%	0 0%	22 73.33%	8 26.66%
7.	The use of PowToon media makes me more active in class.	11 36.66%	19 63.33%	0 0%	0 0%
8.	The use of PowToon media allows me to answer questions confidently.	12 40%	18 60%	0 0%	0 0%
9.	Learning videos on PowToon media can cover all skills in English.	13 43.33%	17 56.66%	0 0%	0 0%
10.	PowToon learning media is	0	0	14	16

No.	Statement	Answer			
		SA	A	DA	SDA
	very boring.	0%	0%	46.66%	53.33%
11.	The use of PowToon media makes me even more interested in learning English.	10 33.33%	20 66.66%	0 0%	0 0%
12.	The animation design on PowToon is very pleasing to the eye.	23 76.66%	7 23.33%	0 0%	0 0%
13.	The use of PowToon learning media is very complicated so it is difficult for me to maintain attention until the end of the lesson.	0 0%	0 0%	14 46.66%	16 53.33%
14.	The videos shown on PowToon media are easy to hear and understand.	10 33.33%	20 66.66%	0 0%	0 0%
15.	The use PowToon media can make me more practical without using textbooks.	14 46.6%	16 53.3%	0 0%	0 0%
16.	This PowToon learning media can be applied to other learning.	11 36.66%	19 63.33%	0 0%	0 0%

No.	Statement	Answer			
		SA	A	DA	SDA
17.	The use of PowToon media can include learning material into videos.	18 60%	12 40%	0 0%	0 0%
18.	I feel happy using PowToon learning media.	22 73.33%	8 26.66%	0 0%	0 0%
19.	Learning using PowToon learning media is more varied.	16 53.33%	14 46.66%	0 0%	0 0%
20.	Using PowToon media can influence my thinking that English is easy.	8 26.66%	22 73.33%	0 0%	0 0%

NOTE :**SA : Strongly Agree (5)****DA : Disagree (3)****A : Agree (4)****SDA : Strongly Disagree (2)**

Based on the data obtained from the in-depth questionnaire, it can be concluded that the results are related to student perceptions of the 20 questions above, which are as follows.

Based on the results of the questionnaire on the 1st statement "I feel that PowToon media has attracted my interest in learning to read" in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student

responses on the questionnaire sheet were 83.33% of students strongly agreed, 16.66% of students agreed, 0% of students disagreed and 0% strongly disagree with the statement.

Based on the results of the questionnaire on the 2nd statement “The material presented can improve my ability to think critically” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 36.66% of students strongly agreed, 63.33% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 3rd statement “The learning media is interactive so it motivates you to learn independently” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 20% of students strongly agreed, 80% of students agreed, 0% of students disagreed and 0% strongly disagreed. with this statement.

Based on the results of the questionnaire on the 4th statement “Using PowToon media motivates you to improve the quality of your English” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 36.66% of students strongly agreed, 63.33% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 5th statement “This PowToon learning media aroused my interest in learning” in class IX-5 of

SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 33.33% of students strongly agreed, 66.66% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 6th statement “This learning video using PowToon media makes me sleepy” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 0% of students strongly agreed, 0% of students agreed, 73.33% of students disagreed and 26.66 % strongly disagree with the statement.

Based on the results of the questionnaire on the 7th statement “The use of PowToon media makes me more active in class” in class IX-5 SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 36.66% of students strongly agreed, 63.33% of students agreed, 0% of students disagreed and 0% strongly disagree with this statement.

Based on the results of the questionnaire on the 8th statement “The use of PowToon media allows me to answer questions confidently” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 40% of students strongly agreed, 60% of students agreed, 0% of students disagreed and 0% strongly disagreed. with this statement.

Based on the results of the questionnaire on the 9th statement “Learning videos on PowToon media can cover all skills in English” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 43.33% of students strongly agreed, 56.66% of students agreed, 0% of students disagreed and 0% strongly disagree with the statement.

Based on the results of the questionnaire on the 10th statement “PowToon learning media is very boring” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 0% of students strongly agreed, 0% of students agreed, 46.66% of students disagreed and 53.33 % strongly disagree with the statement.

Based on the results of the questionnaire on the 11th statement “The use of PowToon media makes me even more interested in learning English” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 83.33% of students strongly agreed, 16.66% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 12th statement “The animation design on PowToon is very pleasing to the eye” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 76.66% of students strongly agreed,

23.33% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 13th statement “The use of PowToon learning media is very complicated so it is difficult for me to maintain attention until the end of the lesson” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 0% of students strongly agreed, 0% of students agreed, 46.66% of students disagreed and 53.33 % strongly disagree with the statement.

Based on the results of the questionnaire on the 14th statement “The videos shown on PowToon media are easy to hear and understand” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 33.33% of students strongly agreed, 66.66% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 15th statement “The use PowToon media can make me more practical without using textbooks” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 46,6% of students strongly agreed, 53,3% of students agreed, 0% of students disagreed and 0% strongly disagreed. with this statement.

Based on the results of the questionnaire on the 16th statement “This PowToon learning media can be applied to other learning” in class IX-5 of

SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 36.66% of students strongly agreed, 63.33% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 17th statement “The use of PowToon media can include learning material into videos” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 60% of students strongly agreed, 40% of students agreed, 0% of students disagreed and 0% strongly disagreed. with this statement.

Based on the results of the questionnaire on the 18th statement “I feel happy using PowToon learning media” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 73.33% of students strongly agreed, 26.66% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 19th statement “Learning using PowToon learning media is more varied” in class IX-5 of SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 53.33% of students strongly agreed, 46.66% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

Based on the results of the questionnaire on the 20th statement “Using PowToon media can influence my thinking that English is easy” in class IX-5 SMP AL-Hikmah Medan, researcher found that the results of student responses on the questionnaire sheet were 26.66% of students strongly agreed, 73.33% of students agreed, 0% of students disagreed and 0 % strongly disagree with the statement.

No.	Statement	Score
1.	I feel that PowToon media has attracted my interest in learning to read.	145
2.	The material presented can improve my ability to think critically.	131
3.	The learning media is interactive so it motivates you to learn independently.	126
4.	Using PowToon media motivates you to improve the quality of your English.	131
5.	This PowToon learning media aroused my interest in learning.	130
6.	This learning video using PowToon media makes me sleepy.	82
7.	The use of PowToon media makes me more active in class.	131
8.	The use of PowToon media allows me to answer questions confidently.	132

9.	Learning videos on PowToon media can cover all skills in English.	133
10.	PowToon learning media is very boring.	74
11.	The use of PowToon media makes me even more interested in learning English.	130
12.	The animation design on PowToon is very pleasing to the eye.	143
13.	The use of PowToon learning media is very complicated so it is difficult for me to maintain attention until the end of the lesson.	74
14.	The videos shown on PowToon media are easy to hear and understand.	130
15.	The use PowToon media can make me more practical without using textbooks.	134
16.	This PowToon learning media can be applied to other learning.	131
17.	The use of PowToon media can include learning material into videos.	138
18.	I feel happy using PowToon learning media.	142
19.	Learning using PowToon learning media is more varied.	136
20.	Using PowToon media can influence my thinking that English is easy.	128

The ideal score must be known to know how much the percentage of the students' perception on PowToon as interactive media in teaching reading comprehension of procedure text. The highest score on the Likert scale times by the total of the respondents is the formula and total questions. Based on the data above, the ideal score, 5 (highest point of Likert scale) \times 30 (total respondents) \times 20 (total questions) = 3000. Conducted on the data above, the final percentage is :

$$\begin{aligned} \text{Formula} & : \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\% \\ & : \frac{2501}{3000} \times 100\% \\ & : 0.833 \times 100\% \\ & : 83\% \end{aligned}$$

Based on the result of the questionnaire analysis above, students' perception on PowToon as interactive media in teaching reading comprehension of procedure text. The score got 83% which is categorized as high. In conclusion, the students of ninth grade at SMP Al-Hikmah Medan is strongly effective and agree with using PowToon as interactive learning media in teaching reading comprehension of procedure text.

2. Interviews Result

This question aims to find out their own perceptions regarding the informants' knowledge, beliefs, or opinions regarding learning materials, regarding PowToon as an interactive learning media in teaching English as a foreign language (EFL) reading comprehension to secondary school students.

Based on data obtained from questionnaires and in-depth interviews, it can be concluded that the results are related to student perceptions from 5 open questions.

a) Do you think using PowToon makes it easier for students to learn reading comprehension?

It can be seen from the data that using PowToon for students really makes learning easier for students. because many students are enthusiastic and interested in learning. and when using PowToon as a learning medium, the learning is more varied and easier to understand.

b) Is using PowToon in learning English fun?

Based on research results, many students feel fun when learning takes place and this PowToon media really helps them. PowToon media has many benefits that can make learning at school easier. PowToon media can make it easier for teachers to provide material because there are many features that can be used to make the media more interesting.

c) Does using PowToon in learning English make it difficult for you to understand the material?

Based on research results, just some students who find it difficult to understand PowToon, but most of students understand because according to some students PowToon is not difficult at all. The advantage of PowToon is that animated content tends to be more memorable than traditional text-based information. Students are likely to retain information better when it is presented in an engaging and memorable format.

d) Does PowToon help students easily get information about learning English in reading comprehension?

Based on research results, PowToon really helps students easily get information about learning English in reading comprehension. because if you look at the advantages of PowToon media, it is very innovative in learning, because it is more interactive, more varied with various kinds of animations and motivates students to more easily accept the material presented or given by the teacher.

e) In your opinion, what are the advantages and disadvantages of using PowToon during English learning in reading comprehension?

Based on the research results, it can be concluded that the disadvantages and advantages of PowToon media, if seen from the shortcomings, is that PowToon media must have special skills to run and operate it. On the other hand, if we look at the advantages, PowToon media is very innovative in learning, because it is more interactive, more varied with various kinds of animations and motivates students to more easily accept the material presented or given by the teacher.

C. Research Findings

This research surveyed students at SMP AL-Hikmah to explore their perceptions about the use of PowToon. As stated in chapter II. According to Irwanto (2002), after an individual interacts with a perceived object, the resulting perception occurs which can be divided into two, namely:

- 1) Positive Perception, perception that describes all knowledge and responses followed by efforts to utilize it.
- 2) Negative Perception, which describes all existing knowledge and responses that are not in harmony with the object being perceived.

It can be said that both positive and negative perceptions will always influence a person in carrying out an action. And the emergence of positive things perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

Based on the research, several answers were found from interview questions and questionnaires. and the conclusion was found that PowToon Media has many benefits that can facilitate learning at school. PowToon media can make it easier for teachers to provide material because there are many features that can be used to make the media more interesting. Disadvantages and advantages of PowToon media, if you look at the shortcomings, PowToon media must have special skills to run and operate it. On the other hand, if we look at its advantages, PowToon media is very innovative in learning, because it is more interactive, more varied with various kinds of animations and motivates students to more easily accept the material presented or given by the teacher.

D. Discussion

Based on data interview most of students have positive perception on PowToon as interactive learning media of reading comprehension related to procedure text. PowToon as an interactive learning media in teaching English

reading comprehension during the teaching and learning process and based on students' perceptions, using PowToon is more effective, because it attracts students in the learning and teaching process and students also feel happy and very active when learning. Students like PowToon because in the PowToon has animation picture to explain the material especially reading comprehension of procedure text. The students easier to understood about the material. Irwanto (2002) stated that perception outcomes from people interacting with viewed things may be separated into two categories are Positive perception, which describes all knowledge and reactions that people continue to use. Negative perception, which refers to any information and reactions that are at chances with what is being perceived individual perception. From the research finding the result of this study get most of students have positive perception it can be concluded that PowToon is good for learning media and the teacher can apply in the class to improve students' reading comprehension especially in procedure text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

From the research that has been conducted regarding students' perception on PowToon as an interactive learning media in teaching reading comprehension of English as a Foreign Language (EFL) secondary school learners, the researchers concluded:

1. Students have positive and negative perceptions of PowToon as an interactive learning media in teaching English reading comprehension during the teaching and learning process.
2. Based on students' perceptions, using PowToon is more effective, because it attracts students in the learning and teaching process and students also feel happy and very active when learning.

B. Suggestions

Based on the results of the discussion and conclusions, research suggestions are made. These are as follows:

1. to the English Teacher

As a teacher, in the process of teaching and learning activities, you are expected to pay attention to the methods that will be used in learning, which of course must pay attention to the needs and suitability of learning media with students' ability to master reading. so that it can improve

students' reading comprehension. For example, by using PowToon media in learning and improving students' reading comprehension, teachers should use PowToon as a learning medium. Because using PowToon media will also train students to get used to using PowToon as a learning medium.

2. to Students

In this modern era, it is hoped that students can maximize the use of learning media as a learning method to enrich scientific insight. So that students can be more active and have broader learning insights.

3. to Other Researchers

PowToon's learning media research emphasizes cognitive assessment to determine the level of results based on research results related to learning using media so that it can improve the learning outcomes of class IX students.

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APPENDIXES

Appendix 1 Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP AL-Hikmah Medan

Kelas/Semester : IX/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Procedure Text

Alokasi Waktu : 2×40 Menit

A. Kompetensi Dasar

3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.

B. Indikator Pencapaian

1. Mampu mengungkapkan content dan tujuan procedure text.
2. Mampu mengungkapkan ide dan gagasan pokok yang ada pada teks procedure.
3. Mampu mengungkapkan procedure teks dengan menggunakan kalimat simple present dalam teks procedure.

C. Tujuan Pembelajaran

Setelah mengikuti rangkaian kegiatan pembelajaran peserta didik dapat:

1. Melafalkan kosa kata yang berhubungan dengan teks prosedur tentang makanan dan minuman dengan konteks penggunaannya.
2. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulisan dengan memberi dan meminta informasi terkait resep sesuai dengan konteks penggunaannya.
3. Menjawab pertanyaan pilihan berganda terkait resep makanan/minuman secara benar dan sesuai konteks.

D. Media Pembelajaran, Alat dan Sumber Belajar

- Media/Bahan : Video Pembelajaran Procedure text, Materi Pembelajaran dalam PowToon, Lembar Kegiatan Peserta Didik (LKPD), Lembar Penilaian,
- Alat : Laptop, Proyektor, Alat Tulis, Papan Tulis
- Sumber : Buku Bahasa Inggris kelas IX Kemendikbud Tahun 2018

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, serta memeriksa kehadiran peserta didik sebagai sikap disiplin,
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman pserta didik dengan materi/tema/kegiatan sebelumnya

serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi procedure text.	
Kegiatan Inti (30 Menit)	
Kegaitan Literasi	<ul style="list-style-type: none"> - Peserta didik mengamati gambar segelas jus manga dan teks prosedur yang ditampilkan. - Peserta didik membaca teks prosedur tersebut yang akan ditunjuk oleh guru.
Critical Thinking	<ul style="list-style-type: none"> - Peserta didik mengidentifikasi dan memberikan pertanyaan yang terkait dengan gambar teks yang disajikan.
Collaboration	<ul style="list-style-type: none"> - Peserta didik berdiskusi dengan teman sebangku dan saling bertukar informasi mengenai prosedur teks.
Communication	<ul style="list-style-type: none"> - Peserta didik mempresentasikan hasil diskusinya yang kemudian akan ditanggapi oleh peserta didik yang lainnya.
Creativity	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait procedure teks.
Kegiatan Penutup (5 Menit)	
Guru bersama peserta didik merangkum point-point penting yang telah dipelajari dalam kegiatan pembelajaran.	

Guru memberikan penilaian dan apresiasi terhadap peserta didik.

Guru memimpin doa untuk menutup pembelajaran.

F. Penilaian

- a. Penilaian Pengetahuan: berupa tes tertulis pilihan berganda dan tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- b. Penilaian Keterampilan: berupa penilaian lembar kerja, penilaian proyek, penilaian produk, dan penilaian portopolio.
- c. Penilaian Sikap: berupa kedisiplinan, tanggung jawab, Kerjasama, peduli dilakukan dengan cara observasi secara langsung.

Appendix 2 Questionnaire Sheet

Angket Persepsi Siswa Terhadap Media Pembelajaran Interaktif PowToon Dalam Pemahaman Membaca Pada Teks Prosedur

Nama :

Sekolah :

Hari/Tanggal :

1. Angket terdiri dari 20 pernyataan, pertimbangkan baik-baik pernyataan dalam kaitannya dalam pembelajaran pemahaman membaca menggunakan media pembelajaran interaktif PowToon. Berikan jawaban sesuai dengan pilihanmu.
2. Berikan tanda cek (✓) pada kolom yang sesuai dengan jawabanmu.

SS = Sangat Setuju (5)

TS = Tidak Setuju (3)

S = Setuju (4)
(2)

STS = Sangat Tidak Setuju

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Saya merasa media PowToon ini menarik minat saya untuk belajar membaca.				
2.	Materi yang disampaikan dapat meningkatkan kemampuan saya berpikir kritis.				
3.	Media pembelajaran bersifat interaktif sehingga memotivasi kamu untuk belajar mandiri.				
4.	Menggunakan media Powtoon ini memotivasi kamu untuk meningkatkan kualitas Bahasa Inggris kamu.				

5.	Media pembelajaran PowToon ini menggugah minat saya untuk belajar.				
6.	Video pembelajaran menggunakan media PowToon ini membuat saya mengantuk.				
7.	Penggunaan media powtoon ini membuat saya lebih aktif di dalam kelas.				
8.	Penggunaan media PowToon membuat saya mampu menjawab pertanyaan dengan percaya diri.				
9.	Video pembelajaran pada media PowToon ini dapat mencakup semua keterampilan dalam Bahasa Inggris.				
10.	Media pembelajaran PowToon ini sangat membosankan.				
11.	Penggunaan media PowToon membuat saya semakin tertarik untuk belajar Bahasa Inggris.				
12.	Desain animasi pada PowToon sangat enak dipandang.				
13.	Penggunaan media pembelajaran PowToon ini sangat rumit sehingga saya sulit mempertahankan perhatian hingga akhir pembelajaran.				
14.	Video yang ditampilkan pada media PowToon mudah didengar dan dipahami.				
15.	Penggunaan media PowToon dapat membuat				

	saya lebih praktis tanpa menggunakan buku teks.				
16.	Media pembelajaran PowToon ini dapat diterapkan pada pembelajaran lainnya.				
17.	Penggunaan media PowToon dapat memasukkan materi pembelajaran kedalam video.				
18.	Saya merasa senang menggunakan media pembelajaran PowToon.				
19.	Pembelajaran menggunakan media pembelajaran PowToon lebih bervariasi.				
20.	Dengan menggunakan media PowToon ini dapat mempengaruhi pikiran saya bahwa Bahasa Inggris itu mudah.				

Angket Persepsi Siswa Terhadap Media Pembelajaran Interaktif PowToon Dalam Pemahaman Membaca Pada Teks Prosedur

Nama : BAMIS, Salsabua, harris, harahap

Sekolah : Smp. al - hikmah

Hari/Tanggal : Kamis, 5, oktober, 2023

1. Angket terdiri dari 20 pernyataan, pertimbangkan baik-baik pernyataan dalam kaitannya dalam pembelajaran pemahaman membaca menggunakan media pembelajaran interaktif PowToon. Berikan jawaban sesuai dengan pilihanmu.

2. Berikan tanda cek (✓) pada kolom yang sesuai dengan jawabanmu.

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Saya merasa media PowToon ini menarik minat saya untuk belajar membaca.	✓			
2.	Materi yang disampaikan dapat meningkatkan kemampuan saya berpikir kritis.	✓			
3.	Media pembelajaran bersifat interaktif sehingga memotivasi kamu untuk belajar mandiri.		✓		
4.	Menggunakan media Powtoon ini memotivasi kamu untuk meningkatkan kualitas Bahasa Inggris kamu.	✓			
5.	Media pembelajaran PowToon ini menggugah minat saya untuk belajar.	✓			
6.	Video pembelajaran menggunakan media PowToon ini membuat saya mengantuk.			✓	
7.	Penggunaan media powtoon ini membuat saya lebih aktif di dalam kelas.		✓		
8.	Penggunaan media PowToon membuat saya mampu menjawab pertanyaan dengan percaya diri.	✓			
9.	Video pembelajaran pada media PowToon ini dapat mencakup semua keterampilan dalam Bahasa Inggris.	✓			
10.	Media pembelajaran PowToon ini sangat membosankan.				✓
11.	Penggunaan media PowToon membuat saya semakin tertarik untuk belajar Bahasa Inggris.	✓			

12.	Desain animasi pada PowToon sangat enak dipandang	✓			
13.	Penggunaan media pembelajaran PowToon ini sangat rumit sehingga saya sulit mempertahankan perhatian hingga akhir pembelajaran.			✓	
14.	Video yang ditampilkan pada media PowToon mudah didengar dan dipahami.	✓			
15.	Penggunaan media PowToon dapat membuat saya lebih praktis tanpa menggunakan buku teks.	✓			
16.	Media pembelajaran PowToon ini dapat diterapkan pada pembelajaran lainnya.		✓		
17.	Penggunaan media PowToon dapat memasukkan materi pembelajaran ke dalam video.	✓			
18.	Saya merasa senang menggunakan media pembelajaran PowToon.	✓			
19.	Pembelajaran menggunakan media pembelajaran PowToon lebih bervariasi.	✓			
20.	Dengan menggunakan media PowToon ini dapat mempengaruhi pikiran saya bahwa Bahasa Inggris itu mudah.	✓			

Angket Persepsi Siswa Terhadap Media Pembelajaran Interaktif PowToon Dalam Pemahaman Membaca Pada Teks Prosedur

Nama : Cesari Nanda S.

Sekolah : SMK Swasta Al-Hikmah

Hari/Tanggal : Senin, 05 Desember 2023

1. Angket terdiri dari 20 pernyataan, pertimbangkan baik-baik pernyataan dalam kaitannya dalam pembelajaran pemahaman membaca menggunakan media pembelajaran interaktif PowToon. Berikan jawaban sesuai dengan pilihanmu.

2. Berikan tanda cek (✓) pada kolom yang sesuai dengan jawabanmu.

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Saya merasa media PowToon ini menarik minat saya untuk belajar membaca.	✓			
2.	Materi yang disampaikan dapat meningkatkan kemampuan saya berpikir kritis.		✓		
3.	Media pembelajaran bersifat interaktif sehingga memotivasi kamu untuk belajar mandiri.		✓		
4.	Menggunakan media Powtoon ini memotivasi kamu untuk meningkatkan kualitas Bahasa Inggris kamu.	✓			
5.	Media pembelajaran PowToon ini menggugah minat saya untuk belajar.		✓		
6.	Video pembelajaran menggunakan media PowToon ini membuat saya mengantuk.			✓	
7.	Penggunaan media powtoon ini membuat saya lebih aktif di dalam kelas.	✓			
8.	Penggunaan media PowToon membuat saya mampu menjawab pertanyaan dengan percaya diri.		✓		
9.	Video pembelajaran pada media PowToon ini dapat mencakup semua keterampilan dalam Bahasa Inggris.	✓			
10.	Media pembelajaran PowToon ini sangat membosankan.				✓

Angket Persepsi Siswa Terhadap Media Pembelajaran Interaktif PowToon Dalam Pemahaman Membaca Pada Teks Prosedur

Nama : Firdausy Al-Hikmah

Sekolah : SMK Al-Hikmah

Hari/Tanggal : Senin, 05 Desember 2023

1. Angket terdiri dari 20 pernyataan, pertimbangkan baik-baik pernyataan dalam kaitannya dalam pembelajaran pemahaman membaca menggunakan media pembelajaran interaktif PowToon. Berikan jawaban sesuai dengan pilihanmu.

2. Berikan tanda cek (✓) pada kolom yang sesuai dengan jawabanmu.

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Saya merasa media PowToon ini menarik minat saya untuk belajar membaca.	✓			
2.	Materi yang disampaikan dapat meningkatkan kemampuan saya berpikir kritis.		✓		
3.	Media pembelajaran bersifat interaktif sehingga memotivasi kamu untuk belajar mandiri.		✓		
4.	Menggunakan media Powtoon ini memotivasi kamu untuk meningkatkan kualitas Bahasa Inggris kamu.		✓		
5.	Media pembelajaran PowToon ini menggugah minat saya untuk belajar.		✓		
6.	Video pembelajaran menggunakan media PowToon ini membuat saya mengantuk.			✓	
7.	Penggunaan media powtoon ini membuat saya lebih aktif di dalam kelas.		✓		
8.	Penggunaan media PowToon membuat saya mampu menjawab pertanyaan dengan percaya diri.		✓		
9.	Video pembelajaran pada media PowToon ini dapat mencakup semua keterampilan dalam Bahasa Inggris.		✓		
10.	Media pembelajaran PowToon ini sangat membosankan.			✓	
11.	Penggunaan media PowToon membuat saya semakin tertarik untuk belajar Bahasa Inggris.		✓		

12.	Desain animasi pada PowToon sangat enak dipandang.		✓		
13.	Penggunaan media pembelajaran PowToon ini sangat rumit sehingga saya sulit mempertahankan perhatian hingga akhir pembelajaran.			✓	
14.	Video yang ditampilkan pada media PowToon mudah didengar dan dipahami.		✓		
15.	Penggunaan media PowToon dapat membuat saya lebih praktis tanpa menggunakan buku teks.		✓		
16.	Media pembelajaran PowToon ini dapat diterapkan pada pembelajaran lainnya.		✓		
17.	Penggunaan media PowToon dapat memasukkan materi pembelajaran kedalam video.		✓		
18.	Saya merasa senang menggunakan media pembelajaran PowToon.		✓		
19.	Pembelajaran menggunakan media pembelajaran PowToon lebih bervariasi.		✓		
20.	Dengan menggunakan media PowToon ini dapat				

Angket Persepsi Siswa Terhadap Media Pembelajaran Interaktif PowToon Dalam Pemahaman Membaca Pada Teks Prosedur

Nama : NABUHA DINARA PUTRI

Sekolah : SMP AL-HIKMAH

Hari/Tanggal : Kamis, 5 Oktober 2023

1. Angket terdiri dari 20 pernyataan, pertimbangkan baik-baik pernyataan dalam kaitannya dalam pembelajaran pemahaman membaca menggunakan media pembelajaran interaktif PowToon. Berikan jawaban sesuai dengan pilihanmu.
2. Berikan tanda cek (✓) pada kolom yang sesuai dengan jawabanmu.

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

No.	Pernyataan	Jawaban			
		SS	S	TS	STS
1.	Saya merasa media PowToon ini menarik minat saya untuk belajar membaca.	✓			
2.	Materi yang disampaikan dapat meningkatkan kemampuan saya berpikir kritis.	✓			
3.	Media pembelajaran bersifat interaktif sehingga memotivasi kamu untuk belajar mandiri.		✓		
4.	Menggunakan media Powtoon ini memotivasi kamu untuk meningkatkan kualitas Bahasa Inggris kamu.		✓		
5.	Media pembelajaran PowToon ini menggugah minat saya untuk belajar.	✓			
6.	Video pembelajaran menggunakan media PowToon ini membuat saya mengantuk.			✓	
7.	Penggunaan media powtoon ini membuat saya lebih aktif di dalam kelas.		✓		
8.	Penggunaan media PowToon membuat saya mampu menjawab pertanyaan dengan percaya diri.	✓			
9.	Video pembelajaran pada media PowToon ini dapat mencakup semua keterampilan dalam Bahasa Inggris.		✓		
10.	Media pembelajaran PowToon ini sangat membosankan.				✓
11.	Penggunaan media PowToon membuat saya semakin tertarik untuk belajar Bahasa Inggris.		✓		

12.	Desain animasi pada PowToon sangat enak dipandang.	✓			
13.	Penggunaan media pembelajaran PowToon ini sangat rumit sehingga saya sulit mempertahankan perhatian hingga akhir pembelajaran.				✓
14.	Video yang ditampilkan pada media PowToon mudah didengar dan dipahami.		✓		
15.	Penggunaan media PowToon dapat membuat saya lebih praktis tanpa menggunakan buku teks.	✓			
16.	Media pembelajaran PowToon ini dapat diterapkan pada pembelajaran lainnya.		✓		
17.	Penggunaan media PowToon dapat memasukkan materi pembelajaran kedalam video.	✓			
18.	Saya merasa senang menggunakan media pembelajaran PowToon.	✓			
19.	Pembelajaran menggunakan media pembelajaran PowToon lebih bervariasi.	✓			
20.	Dengan menggunakan media PowToon ini dapat mempengaruhi pikiran saya bahwa Bahasa Inggris itu mudah.		✓		

Appendix 4 The Table of Transcript Interviews

Interview Question Number 1

Do you think using PowToon makes it easier for students to learn reading comprehension?	
Student 1	Iya, karena dengan adanya animasi powtoon ini membuat kita para siswa lebih tertarik dalam belajar. <i>(Yes, because the Powtoon animation makes us students more interested in learning.)</i>
Student 2	Iya, sangat memudahkan para siswa karena belajar pakai powtoon lebih bervariasi. <i>(Yes, it makes it very easy for students because learning using Powtoon is more varied.)</i>
Student 3	Iya miss menurut saya menggunakan powtoon memudahkan saya dalam memahami teks prosedur karena media powtoon ini sangat menarik terdapat teks yang menjelaskan tentang teks tersebut. <i>(Yes miss, in my opinion using Powtoon makes it easier for me to understand procedural texts because Powtoon media is very interesting, there is text that explains the text.)</i>
Student 4	Iya, sangat mudah dipahami miss karena powtoon sangat menarik untuk menambah minat belajar saya. <i>(Yes, it's very easy to understand miss because powtoon is very interesting to increase my interest in learning.)</i>
Student 5	Media powtoon sangat mudah dipahami karena media ini terdapat teks yang menjelaskan tentang teks prosedur dengan teratur. <i>(Powtoon media is very easy to understand because this media contains text that explains procedural texts in an orderly manner.)</i>
Student 6	Powtoon ini mudah dipahami untuk saya karena di media ini mempunyai animasi video bergerak yang menarik.

	<i>(Powtoon is easy to understand for me because this media has interesting moving video animations.)</i>
Student 7	Saya merasa senang karena ada video pembelajaran yang menarik minat baca saya. <i>(I feel happy because there are learning videos that interest me in reading.)</i>
Student 8	Media powtoon sangat keren karena ada animasi kartun yang bergerak seolah-olah sedang bertanya dan berbicara. <i>(Powtoon media is very cool because there are animated cartoons that move as if they are asking and talking.)</i>
Student 9	Jika miss sudah menampilkan video dari media powtoon saya langsung bersemangat. <i>(If Miss had shown a video from Powtoon media, I would immediately be excited.)</i>
Student 10	Ketika saya menonton video saya merasa seru karena gambarnya sangat menarik dan cantik. <i>(When I watched the video I felt exciting because the pictures were very interesting and beautiful.)</i>
Student 11	Saya merasa senang dan enjoy dan lebih memahami pelajaran tentang teks prosedur. Dan dijelaskan dengan jelas bagaimana step by step nya. <i>(I feel happy and enjoy it and understand the lesson about procedural texts better. And it is clearly explained step by step.)</i>
Student 12	Pakai powtoon saya senang dan enjoy miss karena ada animasi kartun nya. <i>(Using Powtoon, I'm happy and enjoy it because it has cartoon animation.)</i>
Student 13	Video animasi dari powtoon sangat cantik miss dan seru dan saja juga bias memahami teks prosedur yang disampaikan. <i>(The animated video from Powtoon is very beautiful and exciting and also makes it easy to understand the procedural text being conveyed.)</i>
Student 14	Powtoon sangat keren miss karena ada animasi bergerak

	yang belum pernah saya lihat sebelumnya. (<i>Powtoon is really cool, miss, because there are moving animations that I have never seen before.</i>)
Student 15	Powtoon membuat saya memahami teks prosedur karena dijelaskan secara menarik dengan animasi kartun. (<i>Powtoon made me understand procedural texts because they were explained interestingly with cartoon animations.</i>)
Student 16	Media powtoon sangat keren miss karena gambarnya bisa bergerak dan ada penjelasan kosakata baru. (<i>Powtoon media is really cool, miss, because the images can move and there are explanations of new vocabulary.</i>)
Student 17	Video pembelajaran sangat cantik miss dan keren, karena pakai media powtoon. (<i>The learning video is very beautiful and cool, because it uses Powtoon media.</i>)
Student 18	Iya miss, pakai powtoon bisa membuat saya lebih memahami bacaan dari teks prosedur. (<i>Yes miss, using Powtoon can make me understand the reading of the procedure text better.</i>)
Student 19	Powtoon membuat saya memahami bacaan tentang teks prosedur. (<i>Powtoon made me understand reading about procedural texts.</i>)
Student 20	Media powtoon sangat menarik dan cantik karena terdapat animasi bergerak yang membuat saya tertarik dan bisa memahami bacaan dari teks prosedur. (<i>Powtoon media is very interesting and beautiful because there are moving animations that make me interested and able to understand the reading of the procedural text.</i>)
Student 21	Videonya sangat menarik jadi membuat saya senang belajar terus pakai media yang miss gunakan dan lebih paham juga. (<i>The video is very interesting so it makes me</i>

	<i>happy to learn how to continue using media that I miss using and understand more too.)</i>
Student 22	Saya merasa senang dan semangat belajar dengan menggunakan media ini dan saya juga tertarik membaca teks bahasa inggris. <i>(I feel happy and enthusiastic about learning using this media and I am also interested in reading English texts.)</i>
Student 23	Saya senang dan antusias dalam membaca teks bahasa inggris dan lebih mudah memahami kalau pakai media powtoon ini. <i>(I am happy and enthusiastic in reading English texts and it is easier to understand if I use this Powtoon media.)</i>
Student 24	Videonya sangat menarik dan mudah dipahami. <i>(The video is very interesting and easy to understand.)</i>
Student 25	Belajar dengan media powtoon ini membuat saya antusias belajar karena video animasinya sangat menarik dan semangat membaca teks yang ditampilkan. <i>(Learning with Powtoon media makes me enthusiastic about learning because the animated videos are very interesting and make me enthusiastic about reading the text displayed.)</i>
Student 26	Media ini sangat menarik perhatian saya karena ada animasi kartun bergerak dan teks yang jelas sehingga mudah saya memahaminya. <i>(This media really caught my attention because there were moving cartoon animations and clear text so it was easy for me to understand.)</i>
Student 27	Belajar pakai media ini sangat seru dan saya sangat suka apalagi ada video dan audionya. <i>(Learning to use this media is very exciting and I really like it, especially since there is video and audio.)</i>
Student 28	Saya sangat senang belajar pakai media ini karena lebih

	singkat dan jelas dan saya harap guru juga menggunakan media ini juga. (<i>I really enjoy learning using this media because it is shorter and clearer and I hope teachers also use this media too.</i>)
Student 29	Media ini membuat saya bersemangat dalam membaca dan memahami teks dalam bahasa Inggris khususnya pada teks prosedur. (<i>This media makes me enthusiastic about reading and understanding texts in English, especially procedural texts.</i>)
Student 30	Media ini sangat menarik dan sangat mudah untuk dipahami oleh saya karena media ini ada animasi video bergerak yang unik dan seolah-olah bisa berbicara dan juga ada audionya. (<i>This media is very interesting and very easy for me to understand because this media has unique moving video animations and seems to be able to talk and also has audio.</i>)

Interview Question Number 2

Is using PowToon in learning English fun?	
Student 1	Iya miss, belajar pakai powtoon sangat seru. (<i>Yes miss, learning to use Powtoon is very exciting.</i>)
Student 2	Belajar pakai powtoon sangat seru miss karena ada kartun Bergeraknya. (<i>Learning to use Powtoon is very exciting, miss, because there are moving cartoons.</i>)
Student 3	Iya, sangat menyenangkan karena selain bisa melihat gambar animasi powtoon juga bisa menampilkan penjelasan materi dengan audio. (<i>Yes, it's very fun because apart from being able to see animated images, Powtoon can also display material explanations with audio.</i>)

Student 4	Iya, powtoon sangat asik dan seru karena animasi yang ditampilkan sangat menarik. <i>(Yes, powtoon is very fun and exciting because the animation displayed is very interesting.)</i>
Student 5	Saya merasa sangat tertarik belajar pakai powtoon ini karena sangat seru. <i>(I feel very interested in learning to use Powtoon because it is very exciting.)</i>
Student 6	Iya miss sangat seru karena saya suka dengan animasi kartun yang bergerak seperti powtoon ini. <i>(Yes miss, it's very exciting because I like cartoon animations that move like powtoon.)</i>
Student 7	Iya miss seru dan saya sangat antusias belajar dan menunggu belajar pakai media ini. <i>(Yes miss, it's exciting and I'm very enthusiastic about learning and waiting to learn using this media.)</i>
Student 8	Belajar pakai media ini sangat seru miss dan saya sangat senang. <i>(Learning to use this media is very exciting, miss and I am very happy.)</i>
Student 9	Seru banget miss karena media ini punya animasi bergerak seperti kartun. <i>(It's really exciting because this media has animation that moves like a cartoon.)</i>
Student 10	Sangat seru miss belajar pakai powtoon. <i>(It's really exciting, Miss, to learn to use Powtoon.)</i>
Student 11	Media ini bisa digunakan untuk belajar dikelas karena sangat seru dan menarik. <i>(This media can be used for learning in class because it is very exciting and interesting.)</i>
Student 12	Seru sekali miss, animasi yang ditampilkan sangat enak dipandang. <i>(It's really exciting, miss, the animation displayed is very pleasing to the eye.)</i>

Student 13	Media nya sangat menarik dan seru miss ketika digunakan dalam belajar. (<i>The media is very interesting and exciting to miss when used in learning.</i>)
Student 14	Saya belajar pakai powtoon ini sangat antusias miss. (<i>I'm learning to use Powtoon very enthusiastically, miss.</i>)
Student 15	Ketika saya melihat powtoon ini saya merasa sangat senang dan seru digunakan dalam kegiatan belajar. (<i>When I saw this powtoon I felt very happy and exciting to use in learning activities.</i>)
Student 16	Belajar pakai powtoon menurut saya sangat seru miss karena ada animasi kartun yang cantik. (<i>In my opinion, learning to use Powtoon is very exciting because there are beautiful cartoon animations.</i>)
Student 17	Iya miss powtoon ini sangat menarik perhatian saya dalam belajar bahasa inggris. (<i>Yes Miss, Powtoon really caught my attention in learning English.</i>)
Student 18	Powtoon sangat seru miss karena animasinya menarik. (<i>Powtoon is really fun because the animation is interesting.</i>)
Student 19	Media ini sangat seru miss. (<i>This media is very exciting, miss.</i>)
Student 20	Iya miss sangat seru karena menurut saya medianya sangat menarik. (<i>Yes, Miss, it's very exciting because I think the media is very interesting.</i>)
Student 21	Powtoon sangat menarik miss karena animasinya bervariasi. (<i>Powtoon is very interesting because the animation is varied.</i>)
Student 22	Sangat seru miss karena medianya cantik dan bervariasi. (<i>It's very exciting, miss, because the media is beautiful and varied.</i>)

Student 23	Seru sekali miss karena powtoon bisa menampilkan gambar yang sangat jelas. <i>(It's really exciting because Powtoon can display very clear images.)</i>
Student 24	Saya sangat menikmati belajar pakai media ini miss karena powtoon itu seru dan mudah dipahami. <i>(I really enjoy learning to use this media, Miss, because Powtoon is fun and easy to understand.)</i>
Student 25	Iya miss seru sekali karena media ini bisa membuat saya dan teman-teman lebih antusias dalam belajar. <i>(Yes, miss, it's really exciting because this media can make me and my friends more enthusiastic about learning.)</i>
Student 26	Iya miss powtoon animasinya sangat bagus dan seru. <i>(Yes, Miss Powtoon, the animation is very good and exciting.)</i>
Student 27	Sangat seru dan menarik miss karena ada gambar animasinya dan powtoon bisa menampilkan penjelasan video dengan audio. <i>(It's very exciting and interesting, Miss, because there are animated images and Powtoon can display video explanations with audio.)</i>
Student 28	Iya miss media nya sangat seru karena ada animasi kartunnya. <i>(Yes, Miss Media is very exciting because it has cartoon animation.)</i>
Student 29	Seru dan menarik miss karena medianya sangat cantik dan ada penjelasan yang mudah dipahami. <i>(It's fun and interesting, miss, because the media is very beautiful and there are explanations that are easy to understand.)</i>
Student 30	Seru miss karena media nya menggunakan animasi kartun yang menarik. <i>(It's exciting to miss because the media uses interesting cartoon animation.)</i>

Interview Question Number 3

Does using PowToon in learning English make it difficult for you to understand the material?	
Student 1	Menggunakan Powtoon tidak menyulitkan saya dalam memahami materi justru media ini membantu saya lebih memahami materi dengan cara yang kreatif. (<i>Using Powtoon does not make it difficult for me to understand the material, in fact this media helps me understand the material better in a creative way.</i>)
Student 2	Tidak miss, Powtoon membuat materi pembelajaran menjadi lebih menarik dan mudah dipahami. (<i>Don't miss it, Powtoon makes learning material more interesting and easy to understand.</i>)
Student 3	Menurut saya menggunakan media Powtoon memungkinkan saya untuk menjadi lebih kreatif dalam memahami materi dan tidak menyulitkan saya. (<i>I think using Powtoon media allows me to be more creative in understanding the material and doesn't make things difficult for me.</i>)
Student 4	Media pembelajaran powtoon membantu saya dalam melihat materi dari sudut pandang yang berbeda. (<i>Powtoon learning media helps me to see the material from a different perspective.</i>)
Student 5	Tidak menyulitkan karena pada animasi powtoon juga dijelaskan dengan rapi tentang teks prosedurnya. (<i>It's not difficult because the Powtoon animation also explains the procedure text neatly.</i>)
Student 6	Tidak sulit sama sekali karena media powtoon terdapat animasi video dengan teks bacaannya yang rapi dan jelas. (<i>It's not difficult at all because the Powtoon media has</i>

	<i>video animations with neat and clear reading text.)</i>
Student 7	Tidak sulit sama sekali miss dalam media ini saya menemukan bahwa menggunakan Powtoon mengurangi kebosanan dalam pembelajaran dikelas. <i>(It's not difficult at all to miss this media. I found that using Powtoon reduces boredom in class learning.)</i>
Student 8	Menurut saya menggunakan powtoon membuat saya merasa lebih percaya diri dalam memahami materi. <i>(I think using powtoon makes me feel more confident in understanding the material.)</i>
Student 9	Powtoon membantu saya fokus pada inti dari materi yang diajarkan dan tidak ada kesulitan. <i>(Powtoon helped me focus on the essence of the material being taught and there was no difficulty.)</i>
Student 10	Tidak menyulitkan saya dalam memahami materi pembelajaran miss justru saya lebih focus dalam belajar. <i>(It doesn't make it difficult for me to understand Miss's learning material, in fact I focus more on studying.)</i>
Student 11	Pada saat miss menayangkan video pembelajaran menggunakan media ini saya merasa lebih antusias untuk belajar. <i>(When Miss showed a learning video using this media, I felt more enthusiastic about learning.)</i>
Student 12	Bagi saya powtoon tidak menyulitkan karena penjelasannya sudah tepat dan jelas. <i>(For me, Powtoon is not difficult because the explanation is precise and clear.)</i>
Student 13	Powtoon tidak menyulitkan dan saya senang belajar pakai media ini dikelas. <i>(Powtoon is not difficult and I enjoy learning to use this media in class.)</i>
Student 14	Tidak menyulitkan saya karena pada animasi powtoon juga sudah dijelaskan dengan rapi tentang teks prosedur. <i>(It</i>

	<i>didn't make it difficult for me because the Powtoon animation also explained the procedure text neatly.)</i>
Student 15	Menurut saya tidak sulit sama sekali miss karena powtoon terdapat video dan teks bacaannya sehingga lebih mudah dipahami. <i>(In my opinion, it's not difficult at all to miss because Powtoon has videos and reading texts so it's easier to understand.)</i>
Student 16	Saya paham dengan materi pembelajaran yang dijelaskan pakai media ini. <i>(I understand the learning material explained using this media.)</i>
Student 17	Saya merasa penjelasan dalam media powtoon ini sangat jelas. <i>(I feel the explanation in this powtoon media is very clear.)</i>
Student 18	Bagi saya pakai media powtoon dalam kegiatan belajar dikelas sangat mudah dan tidak menyulitkan dalam memahami materi pembelajaran. <i>(For me, using Powtoon media in classroom learning activities is very easy and does not make it difficult to understand the learning material.)</i>
Student 19	Pakai powtoon dikelas sangat seru miss dan tidak menyulitkan saya dalam memahami teks prosedur karena sudah dijelaskan secara rinci di dalam medianya. <i>(Using powtoon in class was really fun, miss and didn't make it difficult for me to understand the procedure text because it was explained in detail in the media.)</i>
Student 20	Dengan menggunakan powtoon tidak menyulitkan saya dalam memahami materi tentang teks prosedur. <i>(Using Powtoon doesn't make it difficult for me to understand material about procedural texts.)</i>
Student 21	Materi yang ditampilkan pakai media powtoon tidak

	menyulitkan saya miss dalam memahami teks prosedur. <i>(The material presented using Powtoon media did not make it difficult for me to understand the procedural text.)</i>
Student 22	Powtoon sangat menarik dalam menjelaskan materi pembelajaran jadi tidak menyulitkan saya dalam memahami materi yang disampaikan. <i>(Powtoon was very interesting in explaining the learning material so it didn't make it difficult for me to understand the material presented.)</i>
Student 23	Media ini membuat saya lebih mudah dalam memahami materi pembelajaran. <i>(This media makes it easier for me to understand the learning material.)</i>
Student 24	Media powtoon ini memudahkan saya dalam memahami pembelajaran. <i>(This powtoon media makes it easier for me to understand learning.)</i>
Student 25	Dalam menggunakan powtoon ini saya lebih mudah paham tentang teks prosedur yang di tampilkan. <i>(When using Powtoon, it is easier for me to understand the procedure text that is displayed.)</i>
Student 26	Powtoon adalah media yang sangat informatif dan bisa memudahkan saya paham dalam teks prosedur. <i>(Powtoon is a very informative medium and can make it easier for me to understand procedural texts.)</i>
Student 27	Media powtoon ini menjelaskan tentang bagaimana teks prosedur itu terjadi dan dengan media ini saya mengerti dalam setiap proses yang di jelaskan. <i>(This powtoon media explains how the procedural text occurs and with this media I understand every process that is explained.)</i>
Student 28	Dengan media powtoon ini saya bisa paham tentang teks prosedur. <i>(With this Powtoon media, I can understand</i>

	<i>procedural texts.</i>)
Student 29	Powtoon bisa membuat saya lebih mengerti tentang penjelasan materi pembelajaran. (<i>Powtoon can make me understand more about explanations of learning material.</i>)
Student 30	Media ini sangat efektif dan mudah dipahami untuk para siswa yang sedang belajar menggunakan powtoon ini. (<i>This media is very effective and easy to understand for students who are learning to use Powtoon.</i>)

Interview Question Number 4

Does PowToon help students easily get information about learning English in reading comprehension?	
Student 1	Media powtoon sangat membantu siswa dalam belajar teks prosedur. (<i>Powtoon media really helps students in learning procedural texts.</i>)
Student 2	Powtoon sangat membantu saya dalam belajar tentang teks prosedur karena di dalam media nya dijelaskan juga kosakata baru. (<i>Powtoon really helped me in learning about procedural texts because the media also explained new vocabulary.</i>)
Student 3	Powtoon ini membantu saya dalam belajar bahasa inggris. (<i>Powtoon helps me in learning English.</i>)
Student 4	Powtoon memudahkan saya dalam mendapatkan informasi pada prosedur teks. (<i>Powtoon makes it easy for me to get information on text procedures.</i>)
Student 5	Powtoon adalah animasi yang memudahkan saya dalam mendapatkan informasi tentang teks prosedur dan kosata baru. (<i>Powtoon is an animation that makes it easier for me to get information about procedural texts and new</i>

	<i>vocabulary.</i>)
Student 6	Informasi dari powtoon sangat jelas dan langsung pada ke inti pembelajarannya. <i>(The information from Powtoon is very clear and straight to the point of learning.)</i>
Student 7	Iya, powtoon membantu saya dalam mendapatkan informasi tentang teks prosedur dengan animasi yang menarik dan tidak menoton. <i>(Yes, powtoon helped me get information about procedural texts with interesting and non-watching animations.)</i>
Student 8	Iya, powtoon sangat membantu karena dengan menggunakan media powtoon ini minat belajar saya naik. <i>(Yes, powtoon is very helpful because by using powtoon media my interest in learning increases.)</i>
Student 9	Powtoon sangat membantu saya dalam mendapatkan informasi tentang prosedur teks. <i>(PowToon really helped me in getting information about text procedures.)</i>
Student 10	Media animasi powtoon sangat membantu saya dalam mendapatkan penjelasan tentang prosedur teks dengan jelas dan juga media ini sangat menarik perhatian. <i>(Powtoon animation media really helped me in getting a clear explanation of text procedures and also this media was very interesting.)</i>
Student 11	Powtoon sangat mampu dalam memahami teks bahasa inggris dan disajikan dalam bentuk video yang menarik. <i>(Powtoon is very capable of understanding English text and is presented in the form of interesting videos.)</i>
Student 12	Media powtoon memudahkan saya untuk membaca dan memahami teks bahasa inggris khususnya teks prosedur karena video animasi yang sangat menarik dan semangat untuk membaca teks yang ditampilkan. <i>(Powtoon media</i>

	<i>makes it easier for me to read and understand English texts, especially procedural texts because the animated videos are very interesting and enthusiastic to read the text displayed.)</i>
Student 13	Kemampuan saya dalam mendapatkan informasi dalam teks bahasa Inggris meningkat karena Powtoon. <i>(My ability to get information in English text has increased because of Powtoon.)</i>
Student 14	Video animasi yang menarik dan penjelasan dengan teks pada media Powtoon membuat saya sangat mudah mendapatkan informasi. <i>(Interesting animated videos and explanations with text on Powtoon media make it very easy for me to get information.)</i>
Student 15	Media Powtoon ini sangat keren sehingga memudahkan saya dalam memahami teks bahasa Inggris. <i>(This Powtoon media is so cool that it makes it easier for me to understand English texts.)</i>
Student 16	Dalam video animasi yang ditampilkan sangat mendukung dengan tema teks yang dipelajari sehingga sangat mudah untuk saya dalam memahami informasi tentang teks prosedur ini. <i>(The animated video shown really supports the theme of the text being studied so it is very easy for me to understand the information about this procedure text.)</i>
Student 17	Saya sangat tertarik dengan media Powtoon ini karena ada teks dan gambar bergerak yang sangat keren dan sangat nyambung dengan materi pembelajaran. <i>(I am very interested in this Powtoon media because it has very cool text and moving images and is very connected to the learning material.)</i>
Student 18	Pada animasi Powtoon terdapat animasi bergerak yang

	sangat menarik dan minat belajar saya meningkat dan dengan mudah mendapatkan informasi tentang pembelajaran teks prosedur ini. (<i>In Powtoon animation there are very interesting moving animations and my interest in learning increased and I easily got information about learning this procedural text.</i>)
Student 19	Pada saat miss menampilkan video pembelajaran dengan media ini minat belajar saya meningkat dan saya sangat antusias dalam mendapatkan informasi didalam teks prosedur. (<i>When Miss showed a learning video using this media, my interest in learning increased and I was very enthusiastic about getting information in the procedure text.</i>)
Student 20	Saya merasa mudah dan memahami teks prosedur dengan media powtoon ini. (<i>I find it easy and understand procedural texts with this powtoon media.</i>)
Student 21	Media powtoon ini sangat jelas dalam menyampaikan informasi khususnya tentang pembelajaran prosedur teks. (<i>This powtoon media is very clear in conveying information, especially about learning text procedures.</i>)
Student 22	Saya merasa antusias dalam menonton video pembelajaran teks prosedur dan saya juga mudah mendapatkan informasi dengan media pembelajaran ini. (<i>I feel enthusiastic about watching procedural text learning videos and I also find it easy to get information with this learning media.</i>)
Student 23	Video pembelajaran ini membuat saya mudah dalam mendapatkan informasi tentang teks prosedur. (<i>This learning video makes it easy for me to get information about procedural texts.</i>)
Student 24	Informasi yang disampaikan dalam teks prosedur sangat

	mudah diterima. (<i>The information conveyed in the procedure text is very easy to accept.</i>)
Student 25	Dalam video pembelajaran teks prosedur pakai powtoon membuat saya tertarik dalam belajar sekaligus dalam mendapatkan informasi dalam teksnya. (<i>In the procedural text learning video using Powtoon, it made me interested in learning as well as in getting the information in the text.</i>)
Student 26	Informasi tentang teks prosedur sangat mudah saya terima karena animasi bergerak dan tulisan teks Bergeraknya sangat jelas. (<i>I received information about procedure text very easily because the moving animation and moving text were very clear.</i>)
Student 27	Penjelasan yang ditampilkan dengan teks prosedur ini sangat lah jelas dan mudah saya pahami. (<i>The explanation displayed in this procedure text is very clear and easy for me to understand.</i>)
Student 28	Video animasi powtoon ini sangat memudahkan saya dalam mendapatkan informasi pembelajaran teks prosedur. (<i>This Powtoon animation video really makes it easier for me to get information about learning procedural texts.</i>)
Student 29	Teks prosedur sangat mudah dipahami dengan media powtoon ini karena media ini menampilkan penjelasan yang sangat jelas. (<i>Procedure texts are very easy to understand with this Powtoon media because this media displays very clear explanations.</i>)
Student 30	Dengan belajar pakai powtoon ini memudahkan saya dalam mendapatkan informasi tentang teks prosedur. (<i>By learning to use Powtoon, it makes it easier for me to get information about procedural texts.</i>)

Interview Question Number 5

In your opinion, what are the advantages and disadvantages of using PowToon during English learning in reading comprehension?	
Student 1	Media powtoon sangat interaktif sehingga saya sangat senang belajar pakai powtoon. (<i>Powtoon media is very interactive so I really enjoy learning to use Powtoon.</i>)
Student 2	Media powtoon ini sangat penuh warna dan menggunakan animasi teks. (<i>This powtoon media is very colorful and uses text animation.</i>)
Student 3	Powtoon terdapat animasi yang menarik dan sulit bila saya yang menggunakan. (<i>Powtoon has interesting and difficult animations when I use it.</i>)
Student 4	Keuntungan powtoon yaitu membangkitkan minat belajar saya. (<i>The advantage of powtoon is that it arouses my interest in learning.</i>)
Student 5	Powtoon mempunyai banyak kelebihan salah satunya animasi kartun yang bervariasi. (<i>Powtoon has many advantages, one of which is varied cartoon animation.</i>)
Student 6	Video belajarnya sangat bervariasi miss karena videonya punya banyak animasi yang menarik. (<i>The learning videos are very varied, miss because the videos have lots of interesting animations.</i>)
Student 7	Kelebihan powtoon itu videonya bisa menjelaskan materi dengan ringkas. (<i>The advantage of Powtoon is that the videos can explain the material concisely.</i>)
Student 8	Dalam animasi video pembelajaran banyak tema yang beragam dan bisa digunakan untuk menarik minat belajar. (<i>In animated learning videos there are many diverse themes and can be used to attract interest in learning.</i>)
Student 9	Powtoon sangat seru dan saya semangat dalam belajar

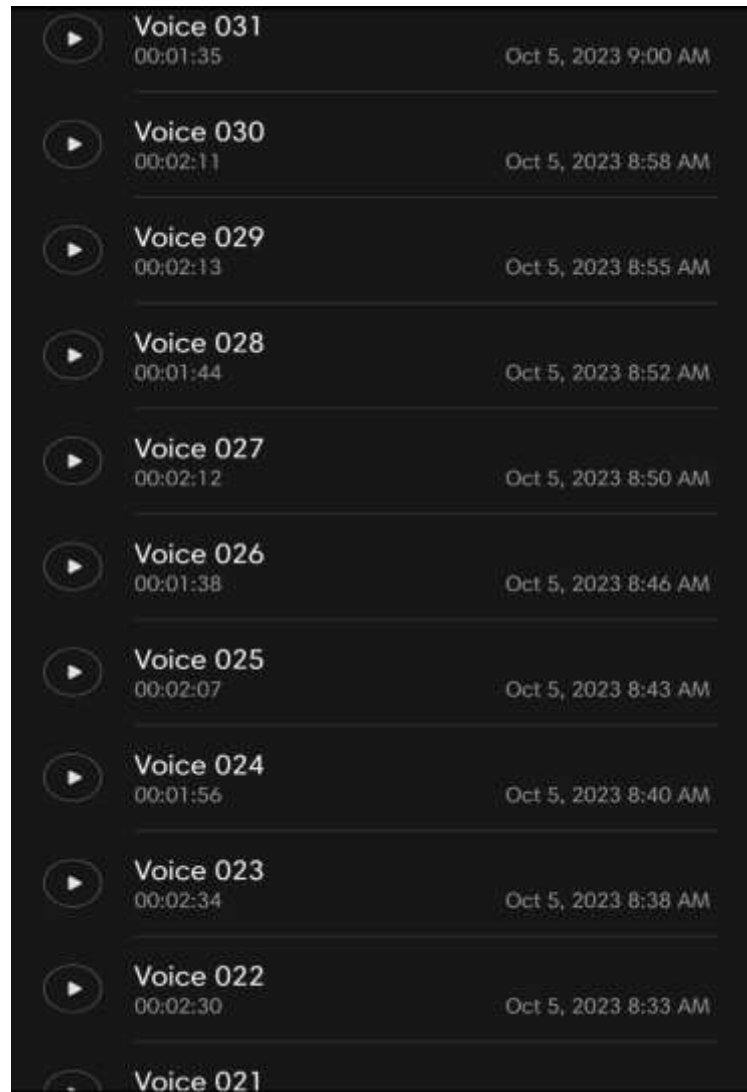
	dalam menggunakan media ini dan keuntungannya saya lebih mudah memahami bacaan yang ditampilkan melalui powtoon. <i>(Powtoon is very exciting and I am enthusiastic about learning to use this media and the advantage is that it is easier for me to understand the reading displayed through Powtoon.)</i>
Student 10	Ketika saya menonton video pembelajaran menggunakan media powtoon saya merasa antusias dalam belajar teks prosedur karena powtoon memberikan video animasi bergerak dengan teks dan menurut saya itu adalah kelebihan dari menggunakan powtoon. <i>(When I watched learning videos using Powtoon media, I felt enthusiastic about learning procedural texts because Powtoon provides moving animated videos with text and I think that is an advantage of using Powtoon.)</i>
Student 11	Menurut saya belajar pakai media powtoon ini sangat membantu saya dalam mendapatkan informasi tentang prosedur teks dan penjelasan tentang prosedur teks sangat jelas. <i>(In my opinion, learning to use Powtoon media really helped me in getting information about text procedures and the explanation of text procedures was very clear.)</i>
Student 12	Media pembelajaran pakai powtoon sangat menarik antusias saya dalam belajar bahasa Inggris karena videonya sangat menarik dan jelas dan saya senang apabila guru juga memakai media ini untuk belajar di kelas dan untuk kekurangannya mungkin kelihatannya sulit untuk dibuat oleh siswa. <i>(Learning media using Powtoon really attracts my enthusiasm in learning English because the videos are very interesting and clear and I am happy if teachers also use this media to learn in class and the downside is that it</i>












	<i>may seem difficult for students to make.)</i>
Student 13	Keuntungan dari belajar pakai powtoon dapat membangkitkan minat dan rasa antusias saya dan teman-teman dalam belajar bahasa inggris karena media ini sangat penuh warna dan menarik. <i>(The advantage of learning using Powtoon is that it can arouse my and my friends' interest and enthusiasm in learning English because this media is very colorful and interesting.)</i>
Student 14	Menurut saya keuntungannya belajar nya lebih bervariasi dan kekurangannya itu siswa tidak dapat mengoperasikannya. <i>(In my opinion, the advantage is that learning is more varied and the disadvantage is that students cannot operate it.)</i>
Student 15	Media ini sangat menarik dan belajar bahasa inggris lebih bervariasi dan mungkin butuh internet untuk mengoperasikannya. <i>(This media is very interesting and learning English is more varied and may require the internet to operate it.)</i>
Student 16	Menurut saya kelebihan belajar saya dan teman-teman lebih menarik miss dan tidak mudah bosan juga. <i>(In my opinion, the advantage is that my friends and I study more interestingly and don't get bored easily either.)</i>
Student 17	Selama belajar pakai powtoon saya merasa senang dan antusias dalam belajar teks bahasa inggris miss. <i>(While learning to use Powtoon, I felt happy and enthusiastic about learning Miss's English texts.)</i>
Student 18	Untuk keuntungan dari powtoon saya merasa belajar lebih berwarna. <i>(For the benefit of powtoon I feel learning is more colorful.)</i>
Student 19	Belajar prosedur teks pakai media powtoon sangat seru dan

	tidak bosan. (<i>Learning text procedures using Powtoon media is very exciting and doesn't get boring.</i>)
Student 20	Saya senang dan menikmati belajar pakai media ini miss karena video pembelajarannya lebih berwarna dan bervariasi dan menurut saya tidak ada kekurangannya. (<i>I like and enjoy learning using this media because the learning videos are more colorful and varied and in my opinion there are no drawbacks.</i>)
Student 21	Kalau belajar pakai powtoon sangat seru miss dan juga saya senang karena belajarnya pakai media yang baru. (<i>Learning to use Powtoon is very exciting, Miss, and I'm also happy because I'm learning using a new medium.</i>)
Student 22	Saya sangat suka belajar pakai powtoon ini miss dan saya juga berharap guru di kelas juga bisa menggunakan media ini di dalam kelas untuk mengajar. (<i>I really like learning using Powtoon, miss and I also hope that teachers in class can also use this media in the classroom to teach.</i>)
Student 23	Belajar pakai powtoon sangat seru dan menurut saya itu kelebihan dari powtoon miss. (<i>Belajar pakai powtoon sangat seru dan menurut saya itu kelebihan dari powtoon miss.</i>)
Student 24	Untuk keuntungan dari belajar pakai media powtoon ini saya merasa belajarnya lebih bervariasi dan kekurangannya menurut saya tidak ada miss. (<i>As for the advantages of learning using Powtoon media, I feel the learning is more varied and in my opinion there are no disadvantages.</i>)
Student 25	Media belajar powtoon sangat seru miss dan saya sangat suka apabila guru dikelas pakai media belajar yang bervariasi dikelas. (<i>Powtoon learning media is very exciting, miss and I really like it when teachers in class use</i>

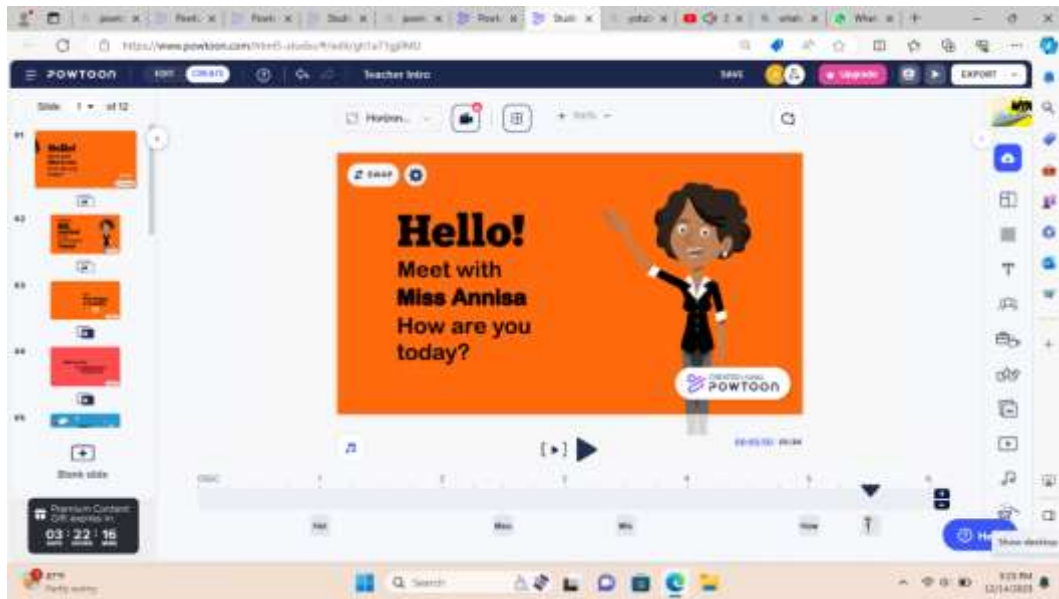
	<i>a variety of learning media in class.)</i>
Student 26	Video belajar pakai powtoon sangat menyenangkan miss penjelasannya juga jelas. <i>(The video about learning to use Powtoon is really fun, but the explanation is also clear.)</i>
Student 27	Belajar pakai media ini sangat mudah miss saya bisa mengerti dengan mudah teks prosedurnya. <i>(Learning to use this media is very easy, I can easily understand the procedural text.)</i>
Student 28	Saya merasa antusias miss karena video pembelajarannya sangat menarik minat belajar saya dan videonya penuh warna dan animasi. <i>(I feel enthusiastic, miss, because the learning videos really interest me in learning and the videos are colorful and animation.)</i>
Student 29	Kelebihan belajar pakai powtoon sangat bervariasi dalam menjelaskan teks prosedur dengan animasi bergerak yang beragam. <i>(The advantages of learning using Powtoon are very varied in explaining procedural texts with various moving animations.)</i>
Student 30	Menurut saya kelebihan pakai media powtoon videonya sangat bervariasi dan ada animasi bergerak dan untuk kekurangannya mungkin membutuhkan keahlian khusus untuk mengoperasikannya. <i>(In my opinion, the advantages of using Powtoon video media are that it is very varied and there are moving animations and the disadvantages are that it may require special skills to operate it.)</i>

Appendix 5 Recording Interview



	Voice 031 00:01:35	Oct 5, 2023 9:00 AM
	Voice 030 00:02:11	Oct 5, 2023 8:58 AM
	Voice 029 00:02:13	Oct 5, 2023 8:55 AM
	Voice 028 00:01:44	Oct 5, 2023 8:52 AM
	Voice 027 00:02:12	Oct 5, 2023 8:50 AM
	Voice 026 00:01:38	Oct 5, 2023 8:46 AM
	Voice 025 00:02:07	Oct 5, 2023 8:43 AM
	Voice 024 00:01:56	Oct 5, 2023 8:40 AM
	Voice 023 00:02:34	Oct 5, 2023 8:38 AM
	Voice 022 00:02:30	Oct 5, 2023 8:33 AM
	Voice 021	

Appendix 6 The Pictures of PowToon







How to Make Lemon Tea

Ingredients:

- 1 tablespoon Tea Powder
- 1 tablespoon Lemon Juice
- 2 tablespoons Sugar or as needed
- 2 cups Water

Steps:

- First, boil the water
- Then, add the tea powder and let it simmer for about 1,5 minutes
- After that, turn off the flame and add the lemon juice and sugar to it and stir it well until the sugar dissolves completely
- Strain the tea use the strainer
- Finally, pour the tea into the glass

Notes : You can add the ice cube if you want to make iced lemon tea

CREATED USING
POWTOON

2:00/2:44

Appendix 7 The Formula of Calculating Questionnaires

Suharto (2006) proposed the use of four scales without of neutral replies in order to encourage respondents to provide more aggressive answers. The expert questionnaire and the student questionnaire both made use of the score point. By using the formula below, the research would utilize the mean to quantify and evaluate the data from the questionnaire.

$$\text{Formula} \quad : \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\%$$

The final result will be determined by considering the perception category as follows:

- <60% shows that individuals have a perception of role-play as in effective.
- 60-79% shows that individuals have a perception of role-paly being quite effective.
- >80% shows that individuals have a perception of role-play as strongly effective.

Appendix 8 The Documentation of Viewing PowToon



Appendix 9 The Documentation of Interview





Appendix 10 The Documentation of Answer the Questionnaire Sheet



Appendix 11 Surat Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Baari No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.umpuimuh.edu.id> Email: umpuimuh@umpuimuh.edu.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Annisa Mayliana

NPM : 1902050042

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners.	3/1/2023 Bf

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.


Disetujui oleh
Dosen Pembimbing


Dr. Bambang Nur Alamsyah Lubis, M.Hum

Medan, 3 Januari 2023
Hormat Pemohon,


Annisa Mayliana

Appendix 12 Form K1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

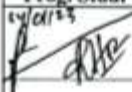


Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Annisa Mayliana
 NPM : 1902050042
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 121 SKS IPK= 3.63

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 	Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners.	
	The Use of Show and Tell (S&T) Method in Teaching Vocabulary of Junior High School Students.	
	Augmented Reality-Mediated Visual, Auditory and Kinesthetic (VAK) Learning Style for Teaching Secondary EFL Learners: Learning Motivation and Vocabulary Enchantment.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 3 Januari 2023
 Hormat Pemohon,


Annisa Mayliana

Keterangan:
 Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 13 Form K2



MAJELIS PENDIDIKAN TINGGI
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Annisa Mayliana
NPM : 1902050042
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dr. Bambang Nur Alamusyah Lubis, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

09 Feb 2023

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 07 Februari 2023
Hormat Pemohon,

Annisa Mayliana

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 14 Form K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 924 /IL.3/UMSU-02/F/2023
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Annisa Mayliana**
N P M : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Students' Perception on Pow Toon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners.**

Pembimbing : **Dr. Bambang Nur Alamsyah Lubis, M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **16 Februari 2024**

Medan 25 Rajab 1444 H
16 Februari 2023 M



Dra. Hj. Syamsa Arnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIBMENGIKUTISEMINAR



Appendix 15 Lembar Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Annisa Mayliana
 N.P.M : 1902050042
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
9 Maret 2023	Background of the Study	
23 Maret 2023	Chapter 1 Significant of the Study	
10 April 2023	Chapter 2 Conceptual framework	
26 April 2023	Chapter 3 Research Design	
25 Mei 2023	Chapter 3 Instrument, Technique of Data Collection.	
22 Juni 2023	Acc	

Diketahui/Disetujui,
 Ketua Prodi Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 27 Juni 2023

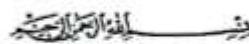
Dosen Pembimbing

(Dr. Bambang Nur Alamsyah, M.Hum.)

Appendix 16 Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Annisa Mayliana
N.P.M : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

Sudah layak diseminarkan.

Medan, 27 Juni 2023

Disetujui oleh
Pembimbing

(Dr. Bambang Nur Alamsyah, M.Hum)

Appendix 17 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 10 Bulan Juli Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Annisa Mayliana
NPM : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

No	Masukan dan Saran
Judul	
Bab I	Background of the study (chapter I)
Bab II	Review of literature
Bab III	Method of Research, References.
Lainnya	1
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(Dra. Diani Syahputri, M.Hum.)

Dosen Pembimbing


(Dr. Bambang Nur Alamsyah, M.Hum.)

Petua


(Pirman Ginting, S.Pd., M.Hum.)

Panitia Pelaksana


(Rita Harisma, S.Pd., M.Hum.)

Appendix 18 Lembar Pengesahan Hasil Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:


Nama Lengkap : Annisa Mayliana
NPM : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

Pada hari Senin tanggal 10, bulan Juli tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 10 Juli 2023

Disetujui oleh:

Dosen Pembahas


(Dra. Diani Syahputri, M.Hum.)

Dosen Pembimbing


(Dr. Bambang Nur Alamsyah, M.Hum.)

Diketahui oleh
Ketua Program Studi,


Pirman Ginting, S.Pd., M.Hum.

Appendix 19 Surat Izin Riset Sekolah



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/DK/BAN-PT/IA/KP/PT/02/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20228 Telp. (061) 8622400 - 86224567 Fax. (061) 8625474 - 8621003

<http://fkip.umsu.ac.id> fkip@umsu.ac.id [fumsu](#) [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 2992 /IL.3/UMSU-02/F/2023
Lamp : ---

Medan, 4 Shafar 1445 H
21 Agustus 2023 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMP Al- Hikmah Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Annisa Mayliana
N P M : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Perception on Pow Toon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Dra. H. Syahsuyurnita, MPd.
NIDN : 0004066701

****Pentinggal**



Appendix 20 Surat Melaksanakan Riset



YAYASAN PERGURUAN AL-HIKMAH SMP SWASTA AL-HIKMAH

Alamat : Jl. Marelan I Per. 12 Kel. Rengas Pulau Kec. Medan Marelan Telp ☎ (061) 6941201 / E-mail : mp_al_hikmah@yahoo.co.id

SURAT KETRANGAN Nomor : 404/SMP-AH/X/2023

Saya yang bertanda tangan dibawah ini Kepala SMP Swasta Al-Hikmah Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan, dengan ini menerangkan bahwa:

Nama : ANNISA MAYLIANA
NIM : 1902050042
Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama tersebut diatas telah melakukan riset di SMP Swasta Al-Hikmah pada 23 Agustus 2023 s.d 5 Oktober 2023 guna mendapatkan data-data yang berhubungan dengan skripsi berjudul " Students' Perception on Pow Toon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners"

Demikianlah surat keterangan ini di perbuat untuk dapat di pergunakan sebagaimana mestinya

Medan, 07 Oktober 2023
Kepala Sekolah,

NURJAYA, S. Ag

Appendix 21 Surat Keterangan Bebas Pustaka



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 100/191/LP/PT/IX/2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 46234567
NPP 12712021000001 <http://perpustakaan.umsu.ac.id> perpustakaan@umsu.ac.id perpustakaan.umsu.ac.id

SURAT KETERANGAN

Nomor: 03598/KET/IL.1-AU/UMSU-P/M/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : ANNISA MAYLIANA
NPM : 1902050042
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, *13 Rajab 1445 H*
24 Januari 2024 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

Appendix 22 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Annisa Mayliana
NPM : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
2 - 11 - 2023	Data and Data Analysis	
17 - 11 - 2023	The name of questionnaires' Table Make description of the questionnaires table	
24 - 11 - 2023	Data Analysis (Interview result)	
27 - 11 - 2023	Interview Sheet on appendix	
1 - 12 - 2023	Research findings and Discussion	
22 - 12 - 2023	Abstract	
28 - 12 - 2023	Acknowledgements	

Medan, 29 Desember 2023

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Bambang Nur Alamsyah, M.Hum.)

Appendix 23 Lembar Pengesahan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id>

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Annisa Mayliana
NPM : 1902050042
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on PowToon as an Interactive Learning Media in Teaching Reading Comprehension of English as a Foreign Language (EFL) Secondary School Learners

sudah layak disidangkan.

Medan, 29 Desember 2023


Disetujui oleh:

Pembimbing


Dr. Bambang Nur Alamsyah, M.Hum.

Diketahui oleh:

Dekan


Dra. Hj. Syahjuyurnita, M.Pd.

Ketua Program Studi


Pirman Ginting, S.Pd, M.Hum.

Curriculum Vitae



Name : Annisa Mayliana
Npm : 1902050042
Gender : Female
Religion : Islam
Place/Date of Birth : Medan, 30 Mei 2001
Address : Jl. Marelan V Gg. Keluarga 3 LK.03
No. Hp : 0895-6019-69439
Email : annisa.mayliana3005@gmail.com
Father's Name : Agus Mianto
Mother's Name : Sri Maslina

Educational Backgrounds

Kindergarten : RA Swasta Al-Huda Medan (2006-2007)
Elementary School : SD Islam Al-Huda Medan (2007-2013)
Junior High School : SMP Negeri 38 Medan (2014-2016)
Senior High School : SMA Swasta Brigjend Katamso II Medan (2017-2019)
University : Universitas Muhammadiyah Sumatera Utara (2019-2024)