

**DESIGNING POWTOON COMIC INSTRUCTIONAL MEDIA  
FOR TEAHCING READING A DESCRIPTIVE TEXT:  
A CASE STUDY AT SMAN 4 JEMBER**

**UNDERGRADUATE THESIS**

Presented to

State Institute of Islamic Studies Jember in practical fullfilment

of the requirement for the undergraduate degree

in English Education Program



By

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## STATEMENT OF WORK'S ORIGINALITY

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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾  
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

*“Read: In the name of thy Lord who created (1) Created man from a clot.  
(2) Read: And thy Lord is the Most Bounteous (3) Who taught by the pen  
(4) Taught man that which he knew not (5)” (QS. Al-Alaq: 1-5)*

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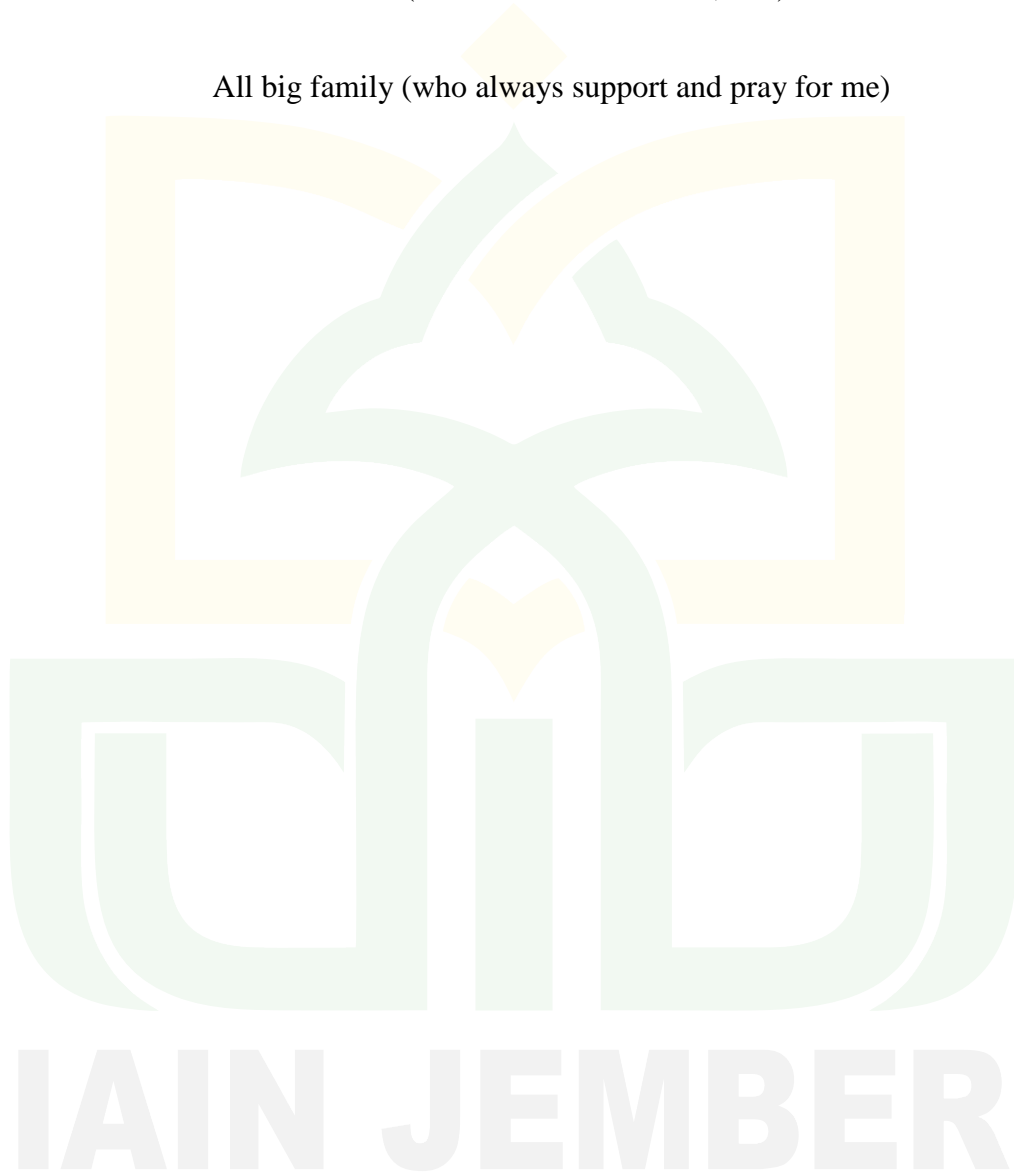
<sup>1</sup> Al-Qur'an, 96:1

Dedicted to my beloved:

Mother (the best heroin, Mahmuda)

Father (the best imam and hero, Adi)

All big family (who always support and pray for me)



## ABSTRACT

Ismatul Maula, 2019: *Designing Powtoon Comic Instructional Media for Teaching Reading a Descriptive Text: a Case Study at SMAN 4 Jember*

Key words: designing powtoon comic, reading a descriptive text

Reading activity has become a problem for students because reading is considered as a difficult language skill with boring activities. Whereas, reading is important because it improves critical thinking and productive skills, especially writing skill. Therefore, reading is written in holly Qur'an (Al-Alaq 1-5) and constitutional law number 23 of 2015. Reading activity will be more interesting when it is supported by innovative and attractive media.

The objectives of this research is to design powtoon comic and to describe the compatibility of powtoon comic instructional media for teaching reading a descriptive text to the tenth grade of SMAN 4 JEMBER. This Design and Development research is collaborative research between both Richey & Klein (2007) and Alessi & Trollip (2001) model that have four stages; those are planning, designing, developing and validating.

Powtoon comic instructional media is designed to teach reading a descriptive text. It produces four videos of powtoon comic, those are powtoon comic of descriptive text in describing place, person, animal, and thing for teaching reading at the tenth grade students. The result shows that powtoon comic instructional media is compatible instructional media for teaching reading a descriptive text at tenth grade of SMAN 4 Jember because it covers the purposes in teaching reading, those are obtaining better achievement, effective teaching and learning reading, 21st century of teaching reading using technology, fostering students' imagination or concentration during reading activity, using various kinds of reading strategies and blended learning.

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## ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin praise to Allah SWT who has always given his blessing, grace, guidance until I could accomplish this thesis well. Sholawat and salam always be given to our propet Muhammad SAW, while his human race in the last period.Amin.

This thesis is for achieving the undergraduate degree of English Departemnt Faculty of Tarbiyah and Teacher Training of IAIN Jember. The undergraduate thesis entitled “Designing Powtoon Comic Instructional Media for Teaching Reading a Descriptive Text: a Case Study at SMAN 4 Jember”

I am fully aware that the thesis could never finish without help and support from others during the process of writing. Therefore, in this occasion the writer expresses gratitude to honourable :

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6. My all beloved lectures who are patient and generous to teach the writer everything about English and general knowledge
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8. My beloved students at SMAN 4 Jember who help the writer to accomplish the process of the research.
9. The last is for all my friends.

Wish Allah SWT give blessings to all of you. The writer is aware that this thesis is less of perfect. However, the writer expects this undergraduate thesis will be usefull for the readers and other researchers who need it.

Jember, 22<sup>nd</sup> April 2019



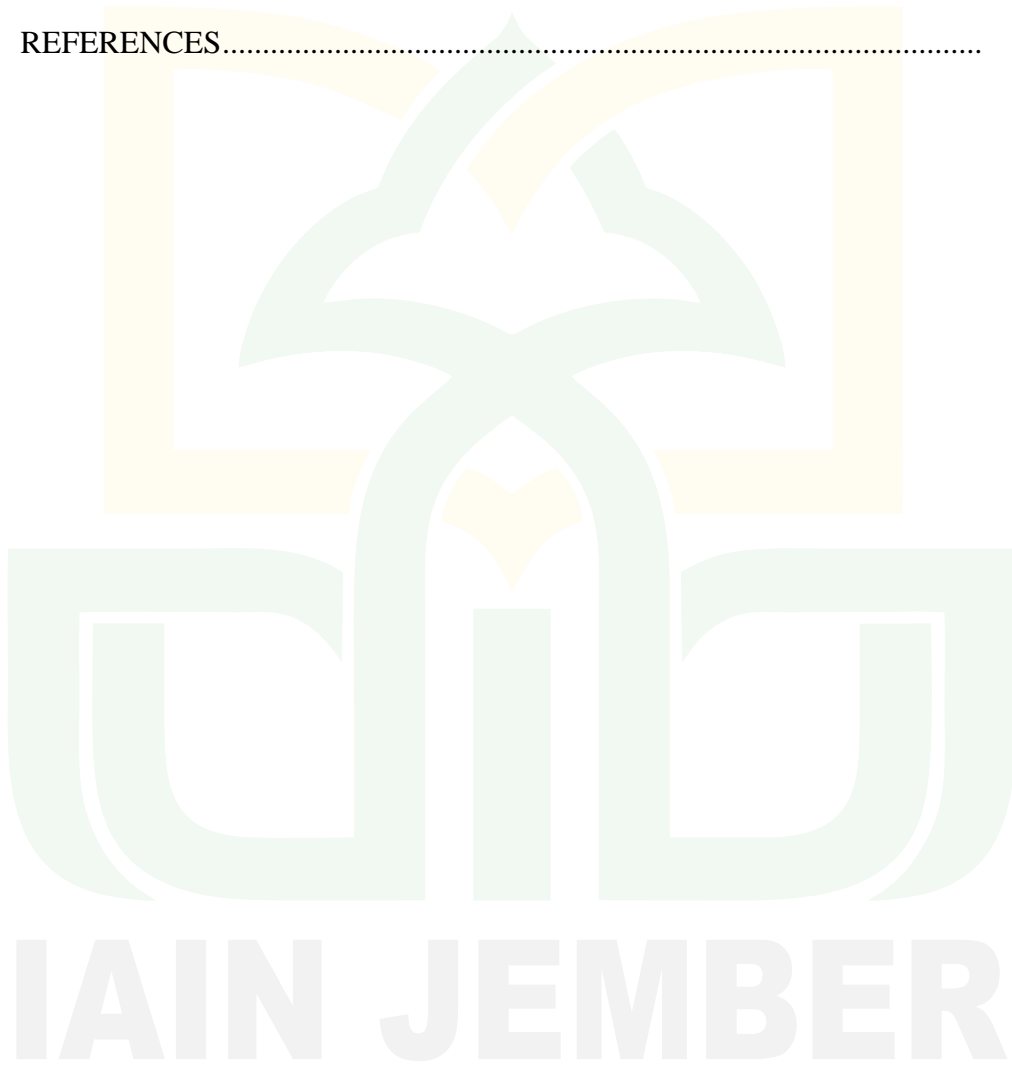
The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In the modern era, sophisticated technology has become a trend issue in the area of education, it is used by most people to obtain a lot of information, especially students. It is developing and implementing tool or system to help people in solving problems in daily life<sup>1</sup>. Designed based on society's need, gadget is a kind of technology that is mostly used by people where it has multi-functions, such as communicating with other people, searching and playing games. There are kinds of gadget that is used by children, such as smartphone, laptop, tablet PC and video game<sup>2</sup>.

Besides, the existence of gadget gives bad impact and good impact on students' life. The bad impact of gadget are being lazy to study and wasting time where students spend their time for playing gadget. They usually use gadget for having fun, such as chatting, playing game, and watching video<sup>3</sup>. Moreover, they are able to play on gadget every time even at school because most of schools allow students to bring gadget. It disturbs students' concentration in learning because students focus on their gadget. Hence, teachers should find a solution where the use of gadget will help the learning process run effectively and efficiently without being disturbed.

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<sup>1</sup> Y. Maryono, B. Patmi Istiana, *Tekologi Informasi & Komunikasi 1* (Jakarta : Yudhistira, 2008), 3

<sup>2</sup> Derri Iswidharmanjaya, Beranda Agency, *Bila Si Kecil Bermain Gadget: Panduan bagi orang tua untuk memahami faktor-faktor anak kecanduan gadget* (Jawa Barat: bisakimia, 2014), 6

<sup>3</sup> Alexander Felix, "Fenomena Gadget di Kalangan Remaja", <https://indonesiana.tempo.co/read/121988/2018/01/25/alexanderfelix1818/fenomena-gadget-di-kalangan-remaja> (25th January 2018).

On the other side, gadget brings a good impact for students, such as searching for information and being instructional media<sup>4</sup>. It provides the users large information, so students may search a lot of information and explanation about their lessons. Besides, gadget also helps the learning process as learning aid to explain teaching material for students.

To maximize the use of gadget in students' life, educators may use the technology as learning aid in teaching and learning. Technology of learning is systematic way to solve the problem of learning that is more sophisticated<sup>5</sup>. Technology as media of learning is good solution which has systematic way to overcome problems in learning. As a result, students will not only use gadget for playing but also for learning. Learning will be more interesting when educators involve what is really needed and really liked by students.

Besides, learning process will be more effective and efficient using technology as media, it will create interesting learning media that can motivate students to learn. Students will be enthusiastic to understand the material because the learning is more alive, real, and impressive<sup>6</sup>. Media technology can deliver the message of learning material because it provides interesting features that can explain the material clearly. In addition, technology especially gadget is familiar tool for students because most of them own and like operating it. Therefore, media technology makes students feel curious and

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<sup>4</sup> Hasanudin Abdurakhman, *Belajar, Sekolah, Sukses, Kaya: Melawan miskin pikiran 2*, (Bandung: Nuansa Cendekia, 2018), 20

<sup>5</sup> M. Atwi Suparman, Aminudin Zuhairi, *Pendidikan Jarak Jauh Teori dan Praktek*, (Jakarta: Pusat Penerbitan universitas Terbuka, 2004), 345

<sup>6</sup> Nana Sudjana, Ahmad Rivai, *Teknologi Pengajaran* (Bandung: SINAR BARU, 1997), 26

motivate them to learn. In other words, the learning will be effective and efficient because students will focus on learning process.

Furthermore, technology as media can attract students' interest; it is proven by the existence of webtoon. Most people especially teenagers like reading webtoon. Despite, reading is boring activity where most people do not like it<sup>7</sup>, webtoon invites people to read without feeling bored because it provides what is liked by readers, hence they read voluntarily and happily. Webtoon is kind of comic that tells a story about something while using cartoon as the characters. So, educators have to use the same method in learning process, they can use technology to create media of learning that can increase students' motivation in reading.

Reading is important because it improves critical thinking. According to an observation by Day and Bamford, the background knowledge that is developed by reading can promote readers' critical thinking skills<sup>8</sup>. Reading is to acquire knowledge and collect information for those people who learn English as Second Language (ESL) or English as Foreign Language (EFL); therefore, it improves readers' critical thinking.

Beside that, Islam also considers that reading is important for Muslims, they have to read all books and holy Qur'an in order that they know the rules of Islam. Therefore, Allah commands all Muslims to read, as written in Al-

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<sup>7</sup> Khoiriyah, Fathur Rahman, "Semantic Mapping Improve Reading Skill for The Students of Secondary Level", dalam *Proceeding*, ed. Slamet Setyawan (Surabaya: UNESA, 2015), 20

<sup>8</sup> Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 213

Alaq verses 1-5. It is the first sura that was revealed to Prophet Muhammad SAW.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾  
 الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾ (QS, Al-'Alaq: 1-5)

“Read: In the name of thy Lord who created (1) Created man from a clot. (2) Read: And thy Lord is the Most Bounteous (3) Who taught by the pen (4) Taught man that which he knew not (5)” (QS. Al-Alaq: 1-5)

The verses indicate that Allah commands Muslims to read in order that they know the obligation and prohibition from Allah. Reading in Islam is not only to know Islam’s rules but also to increase knowledge. Moreover, Islam considers that knowledge is important. As a result, reading is also important to increase Muslim’s knowledge. Therefore, there are several hadists that require Muslim to seek knowledge, such as:

طلب العلم فریضة علی کل مسلم (رواه البخاری)

“Seeking knowledge is obligatory for every muslim” (HR. Bukhari)<sup>10</sup>

Furthermore, reading improves other language skills, such as production skills, especially writing, successful writers come from good readers<sup>11</sup>. Therefore, reading is the basic requirement of writing because reading provides material to write, rhetorical models and linguistic to express

<sup>9</sup> Al-Qur’an, 96:1

<sup>10</sup> Alkindi Ruhul Islam, Abu Azka, 77 Pesan Nabi untuk Anak Muslim (Bandung: Ruang Kata, 2013),13

<sup>11</sup> Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 215

idea. To put it more simply, the quality of reading is related to the quality of writing. According to Krashen's statement, writing style comes from reading, not writing<sup>12</sup>. As the fact that, when people write a page of article every day, it will not improve writing skill but when people read an article every day, the writing will get better.

Nevertheless, most of students have low ability in reading because they get several problems in reading text especially reading a descriptive text, such as difficult to understand and analyse the text. The problems of reading that faced by students make them lazy to read. Students face difficulties in understanding the message, answering questions and analyzing the generic structure<sup>13</sup>. Beside that, they had difficulty to comprehend reading text because they cannot make a picture of text that they read<sup>14</sup>. Moreover when students do not have prior knowledge, they will have difficulty to create picture on their mind about the reading text. Consequently, one of the most difficult texts for students is descriptive text because they need to obtain prior knowledge and comprehend what is being described in the text.

To cope with the problem above, powtoon comic as instructional media is a good alternative to be used in teaching reading. It is a video combination between technology and comic series as media. Powtoon is application that provides animation features, it is grabbing students attention

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<sup>12</sup> Ibid, 215

<sup>13</sup> Erwin Hari Kurniawan, "Teaching Reading Using Lectora Inspire", dalam *Inspiration and Innovations for English Classroom*, ed. Yusuf (Malang: State University of Malang Press, 2015), 17

<sup>14</sup> Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategy* (New York: the guilford press, 2009), 115

and demonstrating understandable topic<sup>15</sup>. Powtoon comic can attract students' interest because the characters in the comic are able to move and provide music as back sound that makes it more interesting, thus, it inspires and motivates students to know the content of the reading text.

Henceforth, powtoon application consists of animations and transitions that makes it fun to watch and keep the viewer engaged<sup>16</sup>. Comic using powtoon will be more interactive and engaging to the students because it designs based on students' need. Therefore, students obtain more than just listening to the teacher's explanation or reading the text during the learning process because students will enjoy in their fantasy and imagination.

Based on observation in teaching reading descriptive text conducted on Tuesday 30th October 2018 at 10.15 in X MIPA 3 of SMAN 4 Jember, one of students said "Miss I want to learn using media electronic". Another observation conducted on Wednesday 10th October 2018 at 08.05 in X MIPA 1 of SMAN 4 Jember found that students got difficulties to understand about descriptive text, so they need more time to analyze the main idea of the text. As the result, student wants technology to be the media of learning because they want innovative media of learning to be used in the classroom. Besides, the use of technology as instructional media to maximize the use of electronic in students' life. Furthermore, reading is difficult language skill to be learned by students thus they need more time to analyze the text. Therefore, comic

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<sup>15</sup> Marcelo Humbarto Rioseco and friends, "Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs", *iJET*, 12 (2017), 123

<sup>16</sup> Ibid, 123

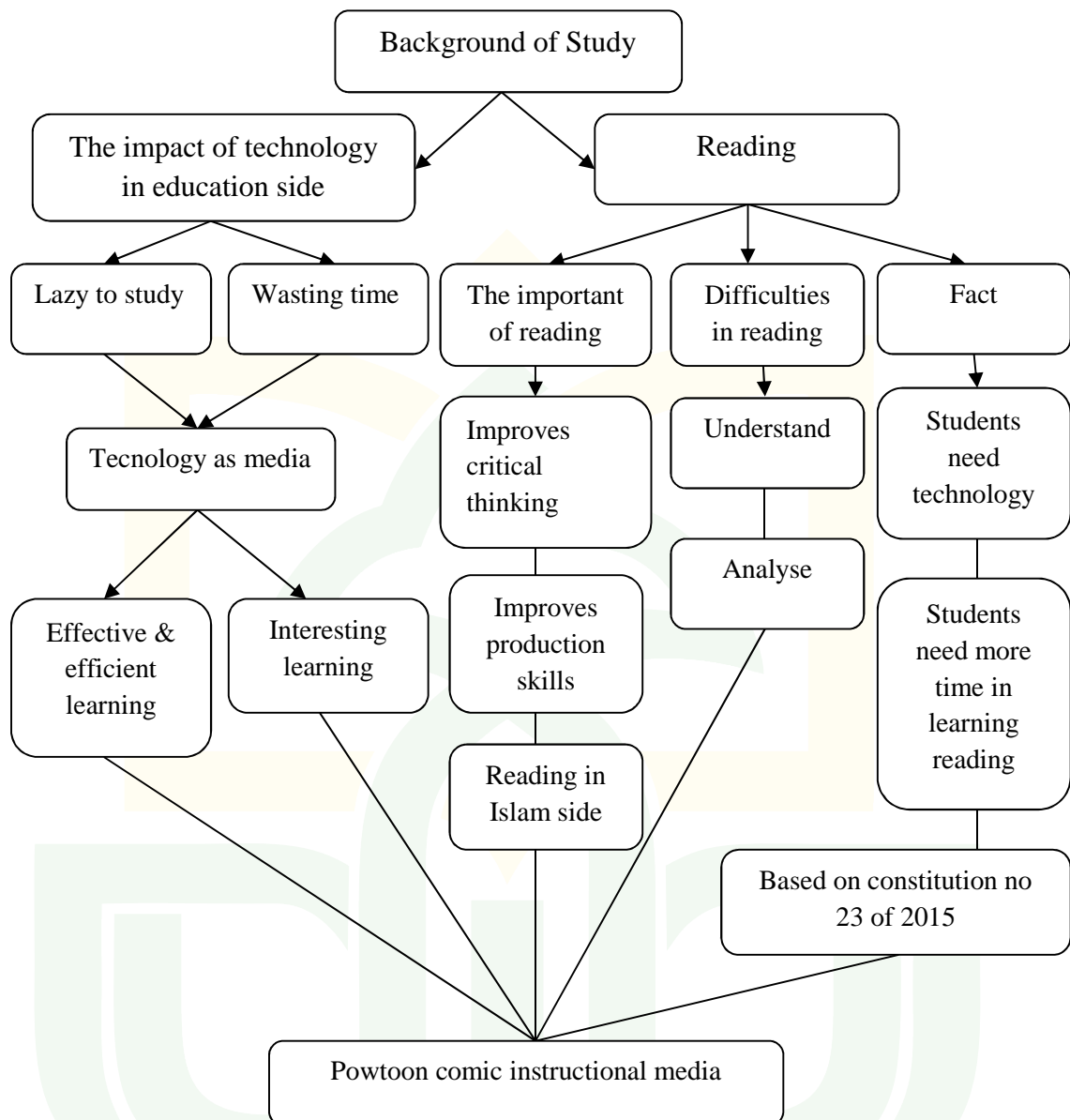
instructional media using powtoon is suitable media to be used in teaching reading a descriptive text because it helps students to analyse and understand the text easily.

Moreover, government emphasizes literacy culture in school by launching *Gerakan Literasi Sekolah* (GLS) program where it has a purpose to foster students' reading habit<sup>17</sup>. It is supported by Constitution number 23 of 2015 concerning cultivation of character in the part of developing students' potential: every student has diverse potential, the school should facilitate it optimally so that students can discover and develop their potential through compulsory activities, such as using 15 minutes before the learning process is begun to read books other than textbooks.

Therefore, the researcher is intended to design powtoon comic instructional media for teaching reading a descriptive text at SMAN 4 Jember. It is expected to be the alternative to improve students' reading skill.

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<sup>17</sup> Khairunnisak, "Analisis Program Reading Camp dan Kaitanya dengan Kebijakan Gerakan Literasi Sekolah", (Thesis, Islamic State University, Banda Aceh, 2018), 29



*Chart 1. Background of study*



## **B. Statement of Problem**

There is no existed instructional media using powtoon comic or electronic based media for teaching reading a descriptive text at the tenth grade of SMAN 4 Jember.

## **C. Research Question**

1. How is the designing and developing powtoon comic instructional media for teaching reading a descriptive text?
2. How is the compatibility of powtoon comic instructional media for teaching reading a descriptive text?

## **D. Purpose of Study**

1. To describe the designing and developing powtoon comic instructional media for teaching reading a descriptive text.
2. To describe the compatibility of powtoon comic instructional media for teaching reading a descriptive text

## **E. Significance of Study**

The research is expected to give contributions as follows:

1. The researcher

The result of the study is expected to give the researcher more knowledge and experience in designing media of teaching and learning English, especially in reading.

2. Students

The result of the research is expected to help students in learning English, especially reading that makes students improve their ability and

motivation in learning. In addition, students are able to learn reading inside of classroom and outside of the classroom.

### 3. Teachers

The result of the research is expected to give teachers an alternative teaching aid for reading. Besides, it is also expected to give teachers motivation and inspiration to be more creative in developing interesting and effective learning media.

### 4. Other researches

The result of the research is expected to be a reference for other researches who conduct similar study of developing media.

## **F. Product Specification**

Product specifications expected in this research are:

1. Powtoon comic instructional media, comic is made in the form of powtoon application during three weeks. It is used as media of learning, reading descriptive text.
2. Powtoon comic instructional media contains of reading descriptive materials and exercises that are taught in tenth grade of SMAN 4 JEMBER.
3. Powtoon comic instructional media can be used by students inside of classroom and outside of the classroom.

## **G. Definition of Key Terms**

To avoid misunderstanding term used in this research, the researcher will give definition as follows:

## 1. Designing

Designing is creative process of creating something or product for teaching reading, especially reading a descriptive text using technology. Designing is not only about concept but also process to create product based on students' need in learning reading. The research is designing comic instructional media using powtoon by collaborating art, science and technology. Art is the way to create interesting comic using powtoon, science is learning material exists in the product and technology is powtoon as application that is used to design the product.

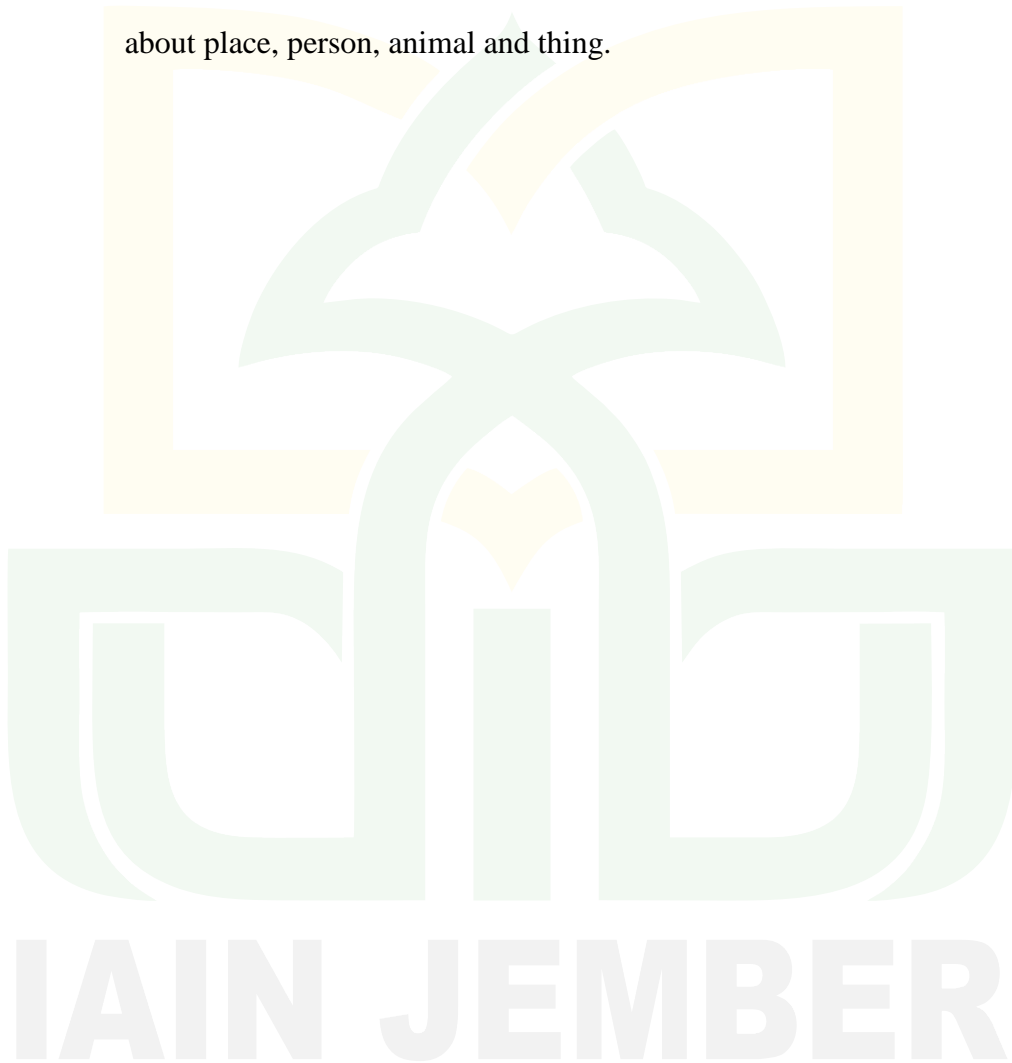
## 2. Powtoon comic instructional media

Powtoon comic is collaborating between powtoon and comic to be videos as media in teaching reading, powtoon is an application to create animation, it can be used to create comic or animation, beside, it has complete feature, such as characters, place, and music while comic is traditional learning media consist of cartoons. It is interesting instructional media because comic is designed using powtoon that has several features to make media is unique.

Besides, Instructional media is teaching aid for reading a descriptive text in describing place, people, animal and thing that are designed using powtoon comic at the tenth grade students that can bring a piece of real life to the class. As a result, powtoon comic is designed to be instructional media for teaching reading a descriptive text in describing place, person, animal and thing.

### 3. Reading descriptive text

It consists of descriptive text that describes place, person, animal and thing. The descriptive texts are designed using powtoon. Every video of powtoon consists of one theme of text. Therefore, there are four videos of comic instructional media using powtoon, those are descriptive texts about place, person, animal and thing.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There are several research studies that have conducted and related to this research, such as:

1. Developing Pop Up Media for Teaching English Reading to the 3rd Grade Elementary School Students

This thesis was conducted by Khafidhoh, entitle “Developing Pop Up Media for Teaching English Reading to teach 3rd Grade Elementary School Students” in 2015. The result of the research was developing pop up media to be used in teaching reading at the third grade of elementary school. The conclusion, pop up book was good and feasible for teaching English reading at the third grade of elementary school.

Besides, the difference between that research and this research was Khafidhoh focused on developing pop up media without technology intervention but in this research, researcher uses technology to design comic.

2. Developing English Interactive Learning Media for Students at Grade VII of SMPN 8 Yogyakarta

This thesis was conducted by Efriliana Nurhidayati in 2011. The result of the research, English interactive learning media was appropriate and feasible to be used in teaching learning process. The English interactive learning media that had been produced was designed in a

compact disc (CD) that could be used by the students at schools and homes. Furthermore, the differences between that research and this research is the previous research focused on interactive media for general English but in this research focuses on media for teaching reading.

### 3. The Development of English Language Learning Instruments Using Audio-Based Media

It was conducted by Sugeng Susilo Adi as student of Brawijaya University. The result of the research was learning instrument that consisted of teaching materials, teacher assistance, and audio-based media were received in the evaluation by experts, teacher, and test students. Besides, the differences between both researches is the previous research developed audio-based media to be used in learning English but this research designs powtoon comic instructional media for teaching learning reading.

*Table 1. The differences and similarities of research*

No	Title of the research	Similarities	Differences
1	Khafidhoh/Developing Pop Up Media for Teaching English Reading to teach 3rd Grade Elementary School Students. 2011	<ul style="list-style-type: none"> <li>Both of the research discuss about media for teaching reading</li> </ul>	<ul style="list-style-type: none"> <li>The previous research developed pop up media for teaching reading but current research designs powtoon comic for teaching reading</li> <li>The previous research was conducted in the third grade of elementary school but current research is conducted in the tenth grade of senior high school.</li> <li>Khafidhoh used Research and Development (R&amp;D) but the research uses Design and Development (D&amp;D) purposed by Richey &amp; Klein (2007) and Alessi &amp; Trollip (2001) model.</li> </ul>

1	2	3	4
2	Efriliana Nurhidayati /Developing English Interactive Learning Media for Students at Grade VII of SMPN 8 Yogyakarta. 2011	<ul style="list-style-type: none"> <li>• Both of the research are designing media using technology</li> <li>• Both of the research are conducted to find feasible media in teaching and learning English</li> </ul>	<ul style="list-style-type: none"> <li>• The previous research used R&amp;D research but current research uses D&amp;D purposed by Richey &amp; Klein(2007) Alessi &amp; Trollip (2001) model.</li> <li>• The previous research focused on developing English interactive learning media but current research focuses on comic instructional media for teaching reading.</li> </ul>
3	Sugeng Susilo Adi/ The Development of English Language Learning Instruments Using Audio-Based Media. 2016.	<ul style="list-style-type: none"> <li>• Both researches are designing media in learning English using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• The previous research used R&amp;D research but current research uses D&amp;D purposed by Richey &amp; Klein (2007) Alessi &amp; Trollip (2001) model.</li> <li>• The previous research developd audio-based media for learning English but current research uses powtoon comic for teaching and learning reading.</li> </ul>

The previous researchers were designing and developing media for teaching and learning English by using Research and Development (R&D) research design but this current research is designed and developed to create powtoon comic as teaching aid using Design and Development (D&D) research follows Richey & Klein (2007) Alessi & Trollip (2001) model. In

the same way, the previous researchers and this I are designing and developing instructional media for teaching and learning English.

Furthermore, the novelty of powtoon comic is designed using powtoon as modern media and comic as old media, the teaching aid is interesting to be used in teaching reading a descriptive text because it shows innovative comic where the characters are able to move. Therefore, it is also called as modern comic that is used as teaching aid for reading.

## **B. Theoretical Framework**

### **1. Powtoon Comic Instructional Media**

Instruction media created by powtoon is supported by many features that make comic is unique, so it will be good instructional media, such as comic using powtoon. Powtoon application was found on January 2012; the file can be executed in the powtoon online visor or exported to YouTube<sup>18</sup>. As other application, it is necessary for users to register before working on powtoon. After that, users are able to create power point or video, the result of video or power point may be exported to YouTube or executed in online powtoon visor.

Furthermore, Comic using powtoon is innovative media using technology that can be used in learning, it will create good result in learning<sup>19</sup>. Learning using technology especially powtoon, helps learning activities in order that students are easier to understand the material, it

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<sup>18</sup> Ibid, 124

<sup>19</sup> Aunurrahman, *belajar dan Pembelajaran* (Bandung: Alfabeta, 2013), 233



caused by the varieties of features that can facilitate and support the learning, besides, it figures out the reading material more clear.

**a. TELL**

Technology Enhance Language Learning (TELL) is technology that is used in learning because it can support the language teaching learning process<sup>20</sup>. Teaching language, especially in EFL class needs technology to collaborate with another teaching method. As a result, it will create innovative and effective teaching learning process because technology has widely takes important part in society's life, especially students, so it can attract their intention on the learning.

Besides, TELL is not learning method but it is an approach to be used with learning method in teaching learning process<sup>21</sup>. So, TELL cannot be implemented as single media or method in language class because it is including of approach that needs the existence of other method. TELL is conceptualized based on the activity (filling the blank, creating video, chatting), skills (reading, writing, listening, speaking), location (blended, online and distance), technology (computer, internet, video, etc.). Hence, TELL can be used based on the activity, skill, location and technology that will be used in a class while collaborating with learning method.

<sup>20</sup> Dipika S. Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes", *Journal of Technology for ELT*, 2 (April,2017), 2

<sup>21</sup> K Kranthi, "Technology Enhance Language Learning", *International Journal of Business and Management Invention*, 2 (February, 2017), 31

### 1) Advantages of TELL

In one side, TELL provides several advantages such as: first, it provides more flexibility and variety styles of learning than traditional style of learning, second, it can be used to support the existence of textbook to obtain depth learning experience, third, it improves students' motivation and develops students' better attitudes in learning process and the fourth is TELL does not limit the area of learning because it can be used in outside or inside of the classroom, so students may learn language at home and the class<sup>22</sup>.

Therefore, the teaching learning process will be useful and meaningful when it uses technology, especially TELL. It is proven by United State education of department that requires students to use technology in their learning by launching a program since 1996 named *Getting America's Students for the 21st Century: Meeting the Technology Literacy Challenge* program<sup>23</sup>. This program has a purpose to develop vision in using efficient technology in education.

### 2) Disadvantages of TELL

In other side, Technology Enhance Language (TELL) brings negative impact as follows: first, students or teachers have to spend cost to use TELL, such as: cost of the technology, cost of

<sup>22</sup> Dipika S. Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes", *Journal of Technology for ELT*, 2 (April,2017), 2

<sup>23</sup> Aunurrahman, *belajar dan Pembelajaran* (Bandung: Alfabeta, 2013), 232

training to use the technology, and cost of media, second is teachers or instructors have to be familiar with technology in order that they feel comfortable to use it in the class, the third is students must not depend on technology in learning because sometimes they have to learn without supporting from others element to obtain a better learning experience<sup>24</sup>

### **3) Media Using TELL**

Commonly, TELL is used in learning process as media, those are media of learning using TELL, such as: sound/audio (radio broadcasts, recorded playback of speeches, etc.), film/video and audio (short film, movie and etc.), images/graphics (charts, painting and photos), text (article, chatting, essays and books)<sup>25</sup>. Hence, TELL can be used in learning process as media that still needs learning method to support the implementation of TELL in language classroom.

### **4) Technology in EFL Class**

Technology brings positive effect not only in social life but also in education, therefore, it can be implemented in English as Foreign Language (EFL) class. Several people think that technology entered to language classroom since 1950s and 1960s

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<sup>24</sup> Dipika S. Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes", *Journal of Technology for ELT*, 2 (April,2017), 2

<sup>25</sup> Ibid, 3

as language laboratory<sup>26</sup>. They began to use of technology in EFL class in the form of language laboratory where students were able to record their voice to match with native speaker.

Besides, teachers' and students' perception in using technology are positive value, they give good respond in technology in Language class<sup>27</sup>. In addition, to make a better teaching learning by using technology, it requires teacher to train students about the technology and additional instruction of technological material in order that there will not be misunderstanding both teacher and students.

Furthermore, technology in EFL class does not mean the learning process uses old computer to teach. Teachers may use new or modern technology in EFL classroom, such as: Tablet, applications, mobile, and etc. because those things create meaningful effect in learning<sup>28</sup>.

The use of technology in EFL classroom gives a lot of contributions to develop students' reading skill<sup>29</sup>. It is caused by technology (computer, internet and modern applications of learning) provides variety current and authentic materials than

<sup>26</sup> Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition* (Francisco: Pearson Longman, 2007), 196

<sup>27</sup> Serhat Akyuz, Fatih Yafuz, "Digital Learning in EFL Classrooms", *Procedia-Social and Behavior Science*, 197(February, 2015), 768

<sup>28</sup> Ibid, 169

<sup>29</sup> Safia Mujtaba Alsied, Mustafa Mubarak Pathan, The Use of Computers Technology in EFL Classroom: Advantages and Implications, *International Journal of English Language & Translation Studies*, 1 (April-June, 2013) 47

source from textbook. Moreover, video of text that is created by technology helps students to understand the text easily. Besides, technology is able to access the variety of reading material; it gives opportunity for students to read widely of English text. As a result, students are able in mastering structure of reading text because students often read text from video, comic, news, and article that are accessed by technology.

#### **b. Instructional Media in EFL**

Teachers have to utilize the use of instructional media in teaching learning process to help EFL students in learning English material. Teachers need instructional media to assist them in teaching English, especially in EFL classes<sup>30</sup>. instructional media that commonly used in EFL learning are a magazine picture, short video, application, and etc, media that is used in EFL classroom, it has purpose to bring a piece of real world into the learning process<sup>31</sup>. No matter what the media is, it has the same purpose that is bringing the real situation in learning, moreover, authentic model is rare<sup>32</sup>

There are two kinds of media that is used in learning process; those are old media and new media<sup>33</sup>. Old media consists of printed

<sup>30</sup> Ririn Puspita, E.K, Sumarningsih, "Utilizing Teachni Techniques and Developing Media in Teaching English to Young Learners", in *The 1st English Teacher Conference*, ed. Slamet Setyawan (Surabaya: UNESA, 2015), 57

<sup>31</sup> Lucie Slavíková, "The Use of Media in The EFL Classrooms at Secondary School in The 21st Century", (thesis, Charles Univercity, Prague, 2014), 9

<sup>32</sup> Elly Rosalina Susanti, "Encouraging Students to Study English Using Comic Strips", in *The 1st English Teacher Conference*, ed. Slamet Setyawan (Surabaya: UNESA, 2015), 1

<sup>33</sup> Lucie Slavíková, "The Use of Media in The EFL Classrooms at Secondary School in The 21st Century", (thesis, Charles Univercity, Prague, 2014), 11

media such as: books, newspaper, magazines, radio, tapes, etc. Besides, new media consist of Tablet Pc, video, DVD, Internet, application, etc. Those media of learning can be implemented in EFL teaching learning process based on learning materials and students' need.

### **1) Powtoon Comic Completing Course book**

Course book is a book that commonly used by teachers and students in teaching learning process, it consists of topics or materials that will be leaned by students during the learning. Besides, powtoon comic as instructional media can complete the use of course book in teaching learning process because some factors, such as: the lessons is rather boring or difficult to be understood by students<sup>34</sup>. So, the use of powtoon comic will not omit the existence of course book because teachers can use both powtoon comic and course book in teaching learning process to enrich the learning material and make students understand easily.

### **2) The Way to Use of Powtoon Comic in Reading**

Powtoon comic is a video that can be used in English learning, especially in learning reading that has a purpose to introduce, enrich and clarify learning materials to students<sup>35</sup>. In order that powtoon comic video runs effectively in teaching learning reading, teachers have to use learning method to

<sup>34</sup> Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2007), 146

<sup>35</sup> Nana Sudjana, Ahmad Rivai, *Teknologi Pengajaran*(Bandung: SINAR BARU, 1997), 57

complete the media, such as: role playing, scramble, concept sentences, etc.

Furthermore, teachers play the powtoon comic video in reading class using LCD, after that, students watch the descriptive text in video that is explained by the cartoon, in the end, it indicates questions or exercises for students relate with the text to know students' understanding.

### **3) The Advantages of Powtoon Comic in Reading**

There are several advantages in using powtoon comic video as media in teaching learning reading as follows: first, it motivates students in learning when compare with others authentic material because it entertains students supported by music and setting elements that make an enjoyable learning. Second, it communicates material meaning better than other media, therefore, it commonly use in learning English, especially, reading as a purpose to transfer the main meaning in reading text<sup>36</sup>. Besides, topic used video as media in reading class based on students' interest and students' level in English knowledge.

### **4) The Disadvantages of Powtoon Comic in Reading**

Those are several disadvantages using powtoon comic instructional media for teaching reading, such as: all materials of descriptive text cannot be included in powtoon comic because

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<sup>36</sup> Lumturie Bajrami, Merita Ismaili, "The Role of Video Materials in EFL Classroom", *Procedia - Social and Behavioral Sciences*, 232 (April: 2016), 505

powtoon application has time limitation that is three minutes to design the media, teachers have to explain material orally. Besides, comic characters, movements, pictures, and background in powtoon application is limited, it requires designer to search in another sources.

## 2. Teaching reading

### a. The Nature of Teaching Reading

#### 1) Purpose of teaching reading

Reading improves students' critical thinking where it is acquiring knowledge and collecting information<sup>37</sup>. Knowledge and information obtained from reading makes students think critically because they have more reference to compare about something.

Besides, it improves production skills, such as writing, while something that is written comes from reading<sup>38</sup>.

According to Grant, the objectives in teaching reading are (1) to develop students' basic comprehension skills where they can read and understand the text, (2) to increase students' general knowledge, and (3) to develop their ability to read critically<sup>39</sup>.

Based on Grant's statement above, the purpose of teaching is to help students in reading and understanding a text that they are

<sup>37</sup> Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 213

<sup>38</sup> Ibid, 215

<sup>39</sup> Mohammad Abrorul Faqih, "Improving Reading Comprehension Ability, Through Numbered Head Together (NHT) Technique at the Tenth Grade Studnts of SMK Almaarif Malang" (thesis, University of Islam Malang, 2018), 14



going to read by developing basic comprehension skills. Besides, teaching reading is able to increase general knowledge where teacher may give them overview before doing reading activity. In addition, it also develop students ability to read critically because the training by the teacher.

## 2) The Procedures of Teaching Reading

There are three phase used to create systematic and efficient in teaching reading, those are pre-reading, whilst reading and post reading<sup>40</sup>. Those activities are suitable for teaching reading in all levels that depend on how teachers design it.

In pre-reading is preparing students for something that they are going to read. Activities that use in pre-reading are (1) introducing and arouse to the topic that will be used in reading class, (2) informing students about a reason for reading to motivate them in learning, (3) arranging a series of keywords for the text<sup>41</sup>.

Besides, whilst reading is focused on analyzing the text by scanning, skimming or reading for the main ideas (reading in detail to answer such as the true/false questions)<sup>42</sup>. Teachers have to set the tasks before giving the students the text of reading

<sup>40</sup> Lauren Stephenson, Barbara Harold, "Elements in the Teaching of Reading", *Teachers, Learners and Curriculum*, 4 (2009), 17.

<sup>41</sup> Ibid, 18.

<sup>42</sup> Ibid, 19

because they need purpose in reading, so they have a purpose to search the answer of the tasks in the text.

Furthermore, post-reading provides students' opportunity to react what they have read based on their personality<sup>43</sup>. The activities in post-reading such as offering personal opinion or perspective about the text that is given by the teacher.

### 3) Aspects Affect in Teaching Reading

According to H. Douglas Brown, some significant aspects that affect on teaching reading skill falls into three categories, those are: the process of bottom up and top down, the schema theory and background knowledge, teaching strategy of reading<sup>44</sup>.

The mean of those aspects that affect teaching reading according to Bown as follows: first is processing of bottom up and top down where both bottom up and top down become the cornerstone in methodology of reading, therefore, it can effect on teaching reading. More research in teaching reading figures out that the combination of bottom up and top down or interactive reading is primary ingredient to get successful teaching methodology because those processes are important<sup>45</sup>

The second are schema theory and background knowledge, schema theory is how readers catch what is in the text and

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<sup>43</sup> Ibid, 19

<sup>44</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 357

<sup>45</sup> Ibid, 358

background knowledge is information, knowledge, and experience that is owned by readers. It means that readers bring their background knowledge in scheming text into simple words. Understanding reading requires readers to know two categories of schema, such as: content schema consists of what readers know about people, the universe and the world while formal schema includes knowledge about language and discourse structure<sup>46</sup>

Third is teaching strategy of reading, a viable theory in language acquisition cannot run effectively without a solid strategic. Therefore, William Grabe emphasized the coordinated of using multiple strategies while students are reading<sup>47</sup>.

## **b. Theory of Reading**

### **1) Bottom up**

Based on Brown's statement, bottom up requires readers to recognize linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical, and discourse markers<sup>48</sup>. According to Saville Troike, reading by using bottom up theory needs prior knowledge of the language system, such as vocabulary, morphology, phonology, syntax, and discourse structure<sup>49</sup>. Anderson also states that bottom up depends on the information

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<sup>46</sup> Ibid 359

<sup>47</sup> Ibid, 360

<sup>48</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358

<sup>49</sup> Saville-troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2006), 14

provided in the text which emphasizes what is known as *lower-level* reading process<sup>50</sup>. So, bottom up is reading based on information presented in the text by knowing the language system.

## 2) Top down

Top down is reading process of guessing meaning with background knowledge support that is obtained before the reading process<sup>51</sup>. Top down theory utilizes the prior knowledge of readers, it is needed as the basic to understand the text.

## 3) Interactive

Interactive theory is the combination between both bottom up and top down theory, readers who are able to integrate both bottom up and top down theory in reading process are the best second language readers<sup>52</sup>. So, readers use top down to predict the meaning of the text while bottom up to ensure the readers prediction and writers mean in the text.

## 4) Skimming

Skimming is reading quickly through a whole of the text, such as article<sup>53</sup>. It is used to get general information of the text

<sup>50</sup> Anderson, Neil J, *Exploring Second Language Reading: Issues and Strategies*, (Canada: Heinle and Heinle Publisher, 1999),

<sup>51</sup> Lauren Stephenson, Barbara Haold, "Elements in The Teaching of Reading", *Teachers Learners and Curriculum*, 4 (2009), 15

<sup>52</sup> Mila Siti Masrurroh, SQ3R Implementation in Teaching reading Comprehension A case study of Eigh Grade Students at One State MTs in Sumedang, *Journal of English and Education*, 2 (2015), 108

<sup>53</sup> Ibid, 368

quickly, as a result, readers do not need to spend too much time to know the text about.

### 5) Scanning

It is used when readers need some particular piece of information in a text<sup>54</sup>. By scanning, readers will find specific information quickly because they do not need to read whole of text.

They may skip some words and pay attention on important words relate with what they need.

### c. Strategy of Teaching Reading

#### 1) Extensive

Extensive reading is commonly pleasure reading where readers may choose what they want to read that can stimulate reading for enjoyment<sup>55</sup>. In other words, extensive reading is reading without forcing the readers to read. Sometimes, it helps readers to avoid overanalyzing of text because the use of extensive reading is reading for understanding.

#### 2) Intensive

Commonly, intensive reading utilizes to teach reading in the classroom where students will be focused on the linguistic or semantic details of the text<sup>56</sup>. Most teacher use intensive theory in their reading class because it requires students to learn in detail

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<sup>54</sup> Ibid, 368

<sup>55</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 373

<sup>56</sup> Ibid, 373

about grammatical forms, discourse markers, and other structures. So, students will understand the literacy meaning and implication of text in which they have analyzed the text in detail.

### 3) Silent reading

Silent reading techniques, it used for intermediate to advanced level, so, students do not need pronounce each words in the text. Besides, readers can see more than a word at a time, skip unknown word and give the meaning based on the context.<sup>57</sup>.

### 4) Suggestopedia

Lezanov (2005) in Anni jumreni thesis states that suggestopedia is a teaching system that makes students feel enjoy and comfortable because it uses music as instrument, it is claimed as teaching method to teach language especially English language using art<sup>58</sup>. It uses music to facilitate the language learning in the classroom.

### 5) Blended Learning

Blended learning is common learning for universities to conduct teaching and learning sessions. There are several definitions of blended learning based on scientist opinions, such as: according to Barbara Allan, Blended learning is a mixture of face-to-face learning and e-learning or the use of different internet-based

<sup>57</sup> Ibid, 366

<sup>58</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7

tools to support a traditional course<sup>59</sup>. So, blended learning is the combination of technology-based and classroom based learning to complete teaching and learning process in the classroom.

In one side, one of the advantages of blended learning is to support to reach the objectives of learning maximally, students obtain more knowledge in the learning process<sup>60</sup>. Blended learning also combines the best component of technology and classroom based learning. The example of blended learning activity is using technology and teacher's explanation as face-to-face learning in the classroom.

In other side, the disadvantages of blended learning are students Maya have to pay for the use of the system and students face some problems in operating the system<sup>61</sup>

#### **d. Text type**

##### **Descriptive Text**

According to Gerot and Wignell, descriptive text is a text that describes about person, place, animal and thing, besides, the generic structure of descriptive text are identification and description<sup>62</sup>. Identification is called as general statement, it

<sup>59</sup> Allan Barbara, *Blended Learning: Tools for Teaching and Training*, (London: Face Publishing, 2007) 4

<sup>60</sup> Husamah, *Pembelajaran Bauran(Blended Learning)*, (Malang: Prestasi Pustaka Publisher, 2014), 23.

<sup>61</sup> Lydia Kye-Blankson, Ester Ntuli, *Practical Applications and Experiences in K-20 Blended Learning Environment*, (USA: Information Science References, 1906), 311.

<sup>62</sup> Mila Siti Masruroh, "SQ3R Implementation in Teaching Reading Comprehension a Case Study of Eight Grade Studnts at One State MTs in Sumedang", *Jurnal of English and Education*, 1 (2015), 108

identifies general information about topic that is going to be described, besides, description is describing about characteristics, qualities, or the unique side of phenomenon that will be described.





## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

The research applied Design and Development (D&D) research design followed by Richey & Klein (2007) and Alessi & Trollip (2001) model. Design and Development research based on Richey and Klein (2007) model had four stages, those were identifying research problem, developing research model, validating both internal and external, research and use. Besides, Alessi and Trollip (2001) model had three stages such as planning, designing and developing. Researcher conducted the research used both Richey & Klein (2007) and Alessi & Trollip (2001) model with four stages, those were planning, designing, developing and validating.

#### B. Research Procedure

This research was a kind of design and development research because it designed the development of instructional media for teaching. Design and Development research was kind of research that was commonly used to produce a product of media technology<sup>63</sup>. This design and development research was collaborative research between both Richey & Klein (2007) and Alessi & Trollip model (2001). Products and tools were considered success when the research gave data to prove that it brings a better change in the learning, attitude and behavior<sup>64</sup>. There were four stages of D&D research by

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<sup>63</sup> Alessi, Trollip, *Multimedia for Learning: Method and Development*, (Massachusetts: A Pearson Education Company, 2001), 407

<sup>64</sup> Rita C. Richey, James D. Klein, *Designing and Development Research Methods, Strategies, and Issues*, (London: LEA, 2007), 60

both Richey & Klein and Alessi & Trollip such as planning, designing, developing and validating stage.

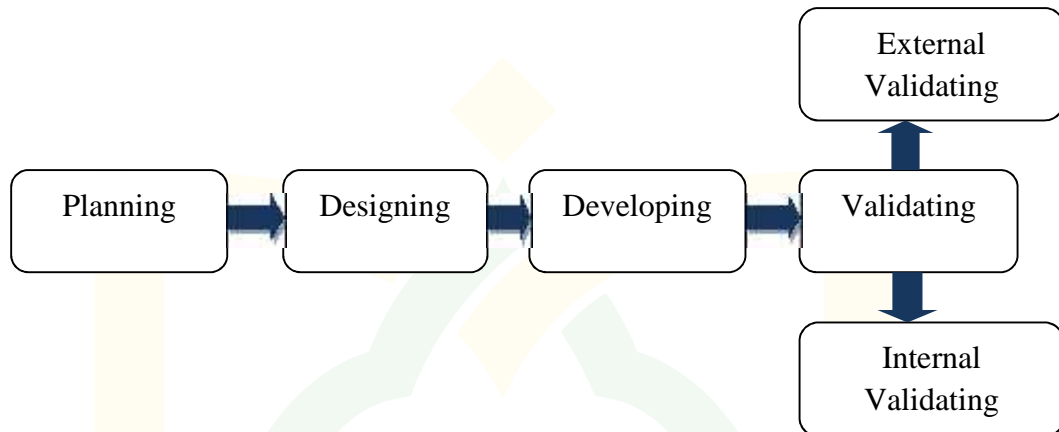


Chart 2 Design and Development Research Model by Richey & Klein (2007) and Alisse & Trollip (2007)

### 1. Planning

Planning was determining the purpose of instructional media that was going to develop. There were several aspects that should be considered by designers or developers, such as first, determining material, to determine material that would be used in designing media was based on the students' difficulties in learning at SMAN 4 Jember. The second was identifying characteristics of the users, to identify the characteristics of users, designer or developer would observe the students in SMAN 4 Jember. The third was determining collection source, it included music animation and game that was created using application<sup>65</sup>. The researcher would use work log in the stage of planning.

<sup>65</sup> Alessi, Trollip, *Multimedia for Learning: Method and Development*, (Massachusetts: A Pearson Education Company, 2001), 441

## 2. Designing

Designing was to develop and to combine the ideas that had been made before. Additionally, there were two things that should be considered in designing, such as: developing the idea of learning material, especially descriptive text based on the syllabus of tenth grade. The second was tasks and concept analyses, it analyzed tasks and concept by preparing steps that made the concept of teaching reading a descriptive text successful<sup>66</sup>. Work log was used by researcher as instrument in stage of designing.

## 3. Developing

Developing was media production process that developed comic instructional media using powtoon. Developer made pictures and animation, then combined both pictures and animation by editing using powtoon. It used work log as the instrument in stage of developing.

## 4. Validating

The purpose of validation was to get a valid data of instructional media developed by the researcher, English teacher and students' judge upon the instructional media developed by researcher. Technique used by researcher in the stage of validation was giving validation paper and media product to the students and education practioner, then giving comment, suggestion, and critic.

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<sup>66</sup> Prayoga Hadi Putra, "Pengembangan Media Pembelajaran Mobile Game Android pad Konsep Kimia", (Thesis, UIN Syarif Hidayatullah, Jakarta, 2016), 45

## **C. Research Setting**

### **1. Subject of the Study**

The subject of this study fell into two categories, first was students at the tenth grade science 1 that consist of 34 students of SMAN 4 Jember who gave respond to the instructional media developed by the teacher; and second was the English teacher who gave a judgement on the instructional media developed by giving comments and suggestions based on the developed instructional media.

### **2. Object of the Study**

The object in the research was powtoon comic instructional media, it designed from both modern and old media that were powtoon and comic. Researcher collaborated both powtoon and comic as instructional media in form of videos to be applied in teaching reading a descriptive text in SMAN 4 JEMBER.

### **3. Location of Research**

Researcher conducted the research at SMAN 4 Jember, especially at the tenth grade science 1 that consist of 34 students. SMAN 4 Jember located at HAYAM WURUK street number 145, Sempusari, Kaliwates, Jember.

## **D. Data Source**

### **1. Primary Data Source**

Collecting data used collecting method that was implemented to the object by using interview and observation. The resultt of interview and observation included information about the activities occurred in SMAN 4

Jember. The source of data will be taken from data primary, they are 34 students and one English teacher at SMAN 4 JEMBER.

## 2. Secondary Data Source

Secondary data source was collected data obtained from all sources used and supported the data in the research. The data is from books, journals and articles needed in the research as the references.

### E. Instruments and Methods Used in Data Collection

Some data collection tools that were commonly used in design and development research, such as:

#### 1. Observation

The following were involved in observation, such as:

- a. Learners or students used the new product
- b. English teachers implemented instructional product in the teaching<sup>67</sup>.

Observation instruments provided comments or detail verbal descriptions what were being observed for researcher when it was a qualitative orientation<sup>68</sup>. In this research, the researcher used field not as the instrument where researcher would take a note when the observation.

#### 2. Interview

This design and development research used qualitative research that depended on to interview data<sup>69</sup>. In this research, researcher used semi structure interview. Detail questions were serving not only as a response

<sup>67</sup> Rita C. Richey, James D. Klein, *Designing and Development Research Methods, Strategies, and Issues*, (London: LEA, 2007), 144

<sup>68</sup> Ibid, 115

<sup>69</sup> Ibid, 113

but also as method to valid the data. In this research the participants who would be interviewed were

- a. Headmaster
- b. English teacher
- c. Students

### 3. Documentation

Documentation was collecting news and reports for the information needed. It includes records and pictures documentation during the learning process using powtoon comic to know students' responses.

### 4. Work log

Work log was commonly used in design and development research for in-progress project<sup>70</sup>. Researcher would make a note for what they were doing during the research. It is used to document the decision that was made by researcher during design and development research, time expended, tool that was used and reactions in the process. This table was the example of work log.

*Table 2. Work log*

No	Activity	Tools/Sources used	Reactions	Field Note
1	Check			
	Curriculum			
	Syllabus			
	Level			
	Time			
	Competence			
	kinds of text			

<sup>70</sup> Ibid 109

1	2	3	4	5
2	Material mapping	Descriptive text		
		Reading		
		First semester		
		Basic competence		
3	Designing	Difficulty		
		Obstacle		
		Challenge		
4	Guide line for users	Teacher		
		Students		
5	lesson plan	1. place		
		2. person		
		3. animal		
		4. thing		
6	Evaluation	teacher (respond)		note suggestion
		students (respond)		Comment

## F. Data Analysis

Data analysis used in this research was qualitative. There were four stages in data analysis qualitative based on Miles and Huberman, those were data collection, data reduction, data presentation and drawing conclusion<sup>71</sup>.

### 1. Data collection

The researcher used interview in data collection and maintained field note to complete the audio-taped interviews. Field note helped to remind the researcher about situational factors that may be important during data analysis.

<sup>71</sup> Matthew B. Miles, A. Micael Huberman, *Qualitative Data Analysis*, (USA: Sage Publication: 1994), 12.

## 2. Data reduction

Data reduction was selecting process, focusing on simplifying, abstracting and transforming data (roughly) arising from written notes that was gotten.

## 3. Data presentation

Presentation data was a group of information that arranged which gave the possibility of drawing conclusions and taking action. The existence of presentation of data, researcher would understand what was happening and what should do to analyze or take action based on understanding from the presentation of data.

## 4. Drawing conclusion

Conclusion was verified as long as the research takes place, verification was a rethink that comes to mind, a review of the field notes or reviewing findings in another set of data.

## **G. Validation**

Validation performed to obtain a valid data from instructional media developed by researcher. According to Richey and Klein (2007), validation fell into two categories, those were external validation and internal validation<sup>72</sup>. External validation figured out the advisability of a product to be implemented while internal validation figured out the accuracy between both the research design and the result achieved. In this stage, the researcher used both external validation and internal validation with following explanation.

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<sup>72</sup> Rita C. Richey, James D. Klein, *Dsigning and Development Research Methods, Strategies, and Issues*, (London: LEA, 2007), 67



### 1. External validation

In this study, the researcher used external validation included students or users. In external validation, researcher used try out obtained from students'' responses and observed by the researcher used field note to obtain data from validation phase.

<b>STUDENTS' RESPONSES</b>	
<b>Date</b>	_____
<b>Name</b>	_____
<b>Institution</b>	_____
<b>Guiding questions:</b>	
1. Is powtoon comic instructional media handy and easy to follow?	
2. What major problems that are faced in the process of using powtoon comic instructional media?	
.....	
.....	
.....	
3. What did you do when some parts could not be understood, e.g. did the you ask to other students or teacher?	
4. How is the attractiveness of powtoon comic instructional media?	
5. What is your reaction after using powtoon comic?	
6. Is the instructional media easy to use or need some training?	
7. Was the time used to make the materials enough or the program was too long?	
8. Is powtoon comic instructional media able to motivate students in learning?	

*Figure 1. Sample open ended observation instrument*

## 2. Internal validation

The approaches in internal validation was field evaluation, it involved advisor and English teacher to give comments and suggestions. In internal validation, the instrument used was interviewing English teacher to obtain comments and suggestions while advisor's comments and suggestions obtain in consultation time.

### **Guided Instrument for Interviewing English Teacher**

1. What is your opinion about powtoon comic instructional media for teaching reading a descriptive text?
2. What is your opinion about implementing powtoon comic instructional media for tenth grade students?
3. What do you think about the lay out that is used in powtoon comic instructional media?
4. What do you think about dialogues used in the conversation of each character?
5. What is your opinion about the content of powtoon comic instructional media?
6. What do you think about the texts that are used in powtoon comic instructional media?
7. What do you think about the grammar usage in powtoon comic instructional media?
8. What do you think about vocabulary in powtoon comic instructional media?
9. What is your opinion about strategy that is used in powtoon comic instructional media?
10. What do you think about descriptive text material in powtoon comic instructional media?
11. What do you think about the exercise in powtoon comic instructional media?

12. How is the attractiveness of powtoon comic instructional media in teaching reading a descriptive text?

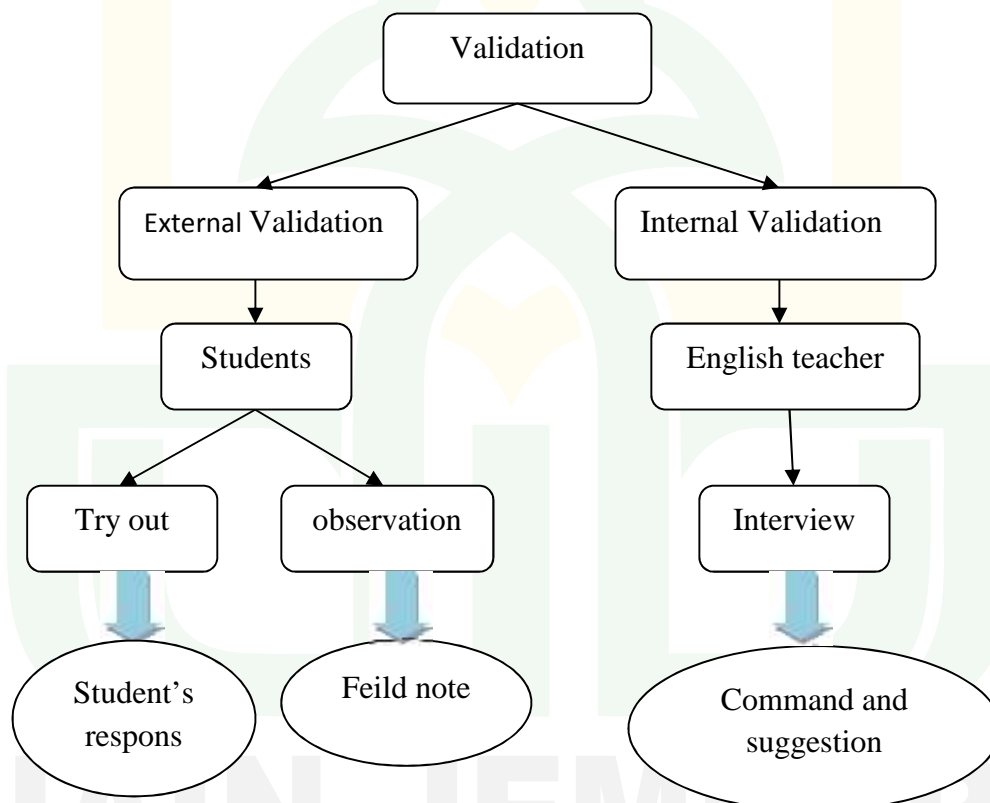
13. Does it give power motivation in learning? Why?

Comment:

Suggestion:

*Figure 2. guided instrument for interviewing English teacher*

c. Framework of thinking



*Chart 3 validation framework of thinking by Richey and Klein*

## **BAB IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

The research was conducted based on the stages of Design and Development research to create instructional media for reading. There were four stages of development process in creating media followed Richey & Klein (2007) and Alessi & Trollip model (2001), those were planning, designing, developing and validating. Finding result of the research in four stages as follows:

##### **1. Planning**

The Planning stage was determining the purpose of instructional media that was going to develop. There were several aspects that should be considered by designers or developers, such as determining material, identifying characteristics of the users, determining collection source (audio, music and animation)

##### **a. Determining material**

The step of determining material, researcher conducted interview to headmaster, English teacher and students at the tenth grade of SMAN 4 JEMBER to ensure the need or importance of instructional media. The result of the interview, school participants think that in this modern era, developing instructional media using technology is important with purpose that the instructional media was able to solve teachers and students' problem in learning. The following

statements were result interview from headmaster, English teacher and four students at the tenth grade of SMAN 4 JEMBER about the importance and need of developing instructional media using Powtoon comic in teaching reading a descriptive text:

“.....If we are going to discuss about descriptive text, it is very important because before the students knowing information about the text they have already known from the picture.” **(English teacher)**

“I think it (technology) is important.....” **(English teacher)**

“.....The most appropriate for reading maybe pictures and videos.” **(English teacher)**

(Seen in appendix 5)

Besides, students also though that instructional media using technology is important, those were statements or opinions of students about the importance of powtoon comic as follows:

*“Because kalau misal tidak ada media pembelajaran kan kita gak paham”* **(Student A, Desta)**

“I think it is so meaningful and it can help the teacher to teach students” **(Student C, Bagus)**

“It is very important to increase the students’ skill also the way teacher can express their personality in teaching also ya... etc.” **(Student C, Bagus)**

“.....it brings a... an enjoy condition and also situation so they can enjoy their study as well as possible” **(Student C, Bagus)**

*“.....karna kalau itu mudah dipahami, mudah di mengerti gitu lagian juga menarik”* **(Student D, Abel)**

(Seen in appendix 6, 8, and 9 )

Furthermore, headmaster of SMAN 4 JEMBER stated that teaching and learning process should used technology to follow the development of era. Besides, school has responsibility of school principle in designing instructional media. The following statements were headmaster’s opinion of SMAN 4 Jember about designing and developing instructional media:

“.....Zaman sekarang ini kan zaman era teknologi, mau tidak mau ya harus memanfaatkan secara optimal perkembangan apa teknologi yang ada itu supaya tidak menjadi sekolah yang tertinggal karna anak-anak sekarang itu belajarnya tidak lepas dari teknologi yang ada” **(Headmaster)**

“ya kebijakannya sekolah menyediakan memfasilitasi agar terpenuhi standart minimal.....” **(Headmaster)**

(Seen in appendix 4)

b. Identifying characteristics of students

The users of instructional media were students of X MIPA 1 in SMAN 4 JEMBER with 34 students. The material was designed based on the tenth grade descriptive text material with a purpose students would understand the material easily. It was completed by students' interview that students like enjoyable and understandable learning, such as:

“It is so fun and I like because *gampang sih ngajarnya mudah dipahami.....*” **(Student A, Desta)**

“.....*sampe mendalam gitu, sampe ke akar-akarnya*” **(Student B, Bintang)**

“He is so enjoy.....” **(Student C, Bagus)**

“Friendly, *mudah dipahami, suaranya juga keras jelas*” **(Student D, Abel)**

(Seen in appendix 6, 7, 8, and 9)

Besides, teacher never used innovative media using technology in teaching reading, such as Powtoon comic. The teacher used common media technology such as Power Point, Projector or LCD, Laptop to show a video and smart phone. It was proven by result of interviewing students, as follows:

“Phone, book.” **(Student A, Desta)**

“Phone” **(Student B, Bintang)**

“Laptop, *monitor*, key board, LCD, etc.” **(Student C, Bagus)**

“Projector, LKS, picture” **(Student D, Abel)**

(Seen in appendix 6, 7, 8, and 9)

Furthermore, students gave responses about their obstacles in using technology to learn reading. The following were students' statement based on the interview about obstacles in using technology.

*“.....menurut saya itu kalau hp dibuat media pembelajaran kurang baik because itu kadang gak digunakan sebagai media embelajaran. Tapi dibuat chattingan main game.....”* (Student A, Desta)

*“In this class we don't have LCD”* (Student B, Bintang)

*“.....It is complicated”* (Student B, Bintang)

*“It is not efficient because tidak semua nak punya internet gitu miss.....”* (Student B, Bintang)

(Seen in appendix 6, 7, 8, and 9)

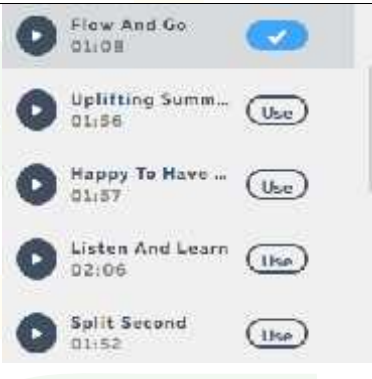
#### c. Determining collection source

Determining collection source was determining music, picture and animation source used in the video application for teaching reading a descriptive text at the tenth grade MIPA 1 of SMAN 4 JEMBER.

##### 1) Music source

Music or back sound in the Powtoon comic was provided by Powtoon application, the designer or developer just need to select suitable music for the video of Powtoon comic. Those were the table list of music that are used in Powtoon comic:

Table 3. Music source in powtoon comic

Descriptive text of describing place	Party life (Powtoon Application)	 <p>TOP HITS</p> <ul style="list-style-type: none"> <li>European Summ... 01:52 Pro+</li> <li>Fine Day 01:18 Pro+</li> <li>Believe And Ac... 01:37 Pro+</li> <li>Party Life 02:02 ✓</li> <li>Counting Dollars 02:02 Pro+</li> </ul>
Descriptive text of describing person	Flow and go (Powtoon Application)	 <ul style="list-style-type: none"> <li>Flow And Go 01:08 ✓</li> <li>Uplifting Summ... 01:56 Use</li> <li>Happy To Have ... 01:57 Use</li> <li>Listen And Learn 02:06 Use</li> <li>Split Second 01:52 Use</li> </ul>
Descriptive text of describing animal	Concept upgrade (Powtoon application)	 <p>MOTIVATION</p> <ul style="list-style-type: none"> <li>Forever and Ewe... 01:54 Pro</li> <li>There's Work To... 01:25 Pro</li> <li>Clear View 01:58 Pro+</li> <li>Concept Upgrade 02:11 ✓</li> <li>Moving On 02:06 Pro+</li> </ul>








<p>Descriptive text of describing thing</p>	<p>A better tomorrow (Powtoon Application)</p>	
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2) Picture source

There were some pictures use in Powtoon comic with purpose was to complete the material. The pictures that used in Powtoon comic were free because those were downloaded from internet. Those were the pictures that exist in Powtoon comic:

Table 4. Picture source of powtoon comic

<p>Descriptive text of describing place</p>		<p><a href="https://www.pegipegi.com/travel/candi-prambanan-yogyakarta/">https://www.pegipegi.com/travel/candi-prambanan-yogyakarta/</a></p>
		<p><a href="https://www.maiolo.com/tempat-wisata/yogyakarta-jogja/candi-prambanan/">https://www.maiolo.com/tempat-wisata/yogyakarta-jogja/candi-prambanan/</a></p>

<p>Descriptive text of describing person</p>		<p><a href="https://www.finansialku.com/kata-kata-mutiara-michael-jordan/">https://www.finansialku.com/kata-kata-mutiara-michael-jordan/</a></p>
		<p><a href="https://www.chicagotribune.com/sports/basketball/bulls/ct-archive-michael-jordan-im-back-bulls-20160318-story.html">https://www.chicagotribune.com/sports/basketball/bulls/ct-archive-michael-jordan-im-back-bulls-20160318-story.html</a></p>
		<p><a href="https://www.pinterest.com/pin/91620173655328741/">https://www.pinterest.com/pin/91620173655328741/</a></p>
		<p><a href="https://en.islcollective.com/resources/printables/worksheets/doc_docx/personality_adjectives/adjectives-to-describe/88186">https://en.islcollective.com/resources/printables/worksheets/doc_docx/personality_adjectives/adjectives-to-describe/88186</a></p>

<p>Descriptive text of describing animal</p>		<p><a href="https://id.aliexpress.com/item/2-8mm-Diy-berlian-lukisan-cross-stitch-kerajinan-plastik-kanvas-kit-berlian-lukisan-Panda-di-hutan/32835750197.html">https://id.aliexpress.com/item/2-8mm-Diy-berlian-lukisan-cross-stitch-kerajinan-plastik-kanvas-kit-berlian-lukisan-Panda-di-hutan/32835750197.html</a></p>
		<p><a href="https://id.aliexpress.com/item/beibehang-High-quality-fashion-wallpaper-cute-cartoon-animals-panda-eat-bamboo-children-room-backdrop-papel-de/32830991487.html">https://id.aliexpress.com/item/beibehang-High-quality-fashion-wallpaper-cute-cartoon-animals-panda-eat-bamboo-children-room-backdrop-papel-de/32830991487.html</a></p>
		<p><a href="https://www.pinterest.com/pin/742038476076581858/">https://www.pinterest.com/pin/742038476076581858/</a></p>
		<p><a href="https://www.twinkl.com/resource/animal-adjectives-word-mat-t-l-5499">https://www.twinkl.com/resource/animal-adjectives-word-mat-t-l-5499</a></p>

<p>Descriptive text of describing thing</p>		<p><a href="https://learnenglis hwithafrica.com/sh ort-story-level-a2- b1-b2-things-with- objects- vocabulary/">https://learnenglis hwithafrica.com/sh ort-story-level-a2- b1-b2-things-with- objects- vocabulary/</a></p>
---	--	--

3) Animation source

Animation in Powtoon comic instructional was also provided by Powtoon application, such as characters, place, situation, and etc. So, designer was able to use and select the suitable animation in Powtoon application. The table figured out some animations in Powtoon comic as follows:

Table 5. Animation source

<p>Descriptive text of describing place</p>		
<p>Descriptive text of describing person</p>		
<p>Descriptive text of describing animal</p>		

Descriptive text of describing thing		
--------------------------------------	--	---

## 4) Game and quiz source

Powtoon comic instructional media was completed by game and quiz to ensure students' understanding. Every descriptive text part had a game to train students' mastery in describing place, person, animal and thing.



Guessing game	
The truth about me challenge	 <p><b>The truth about me</b></p> <ol style="list-style-type: none"> <li>1. Ask students to write down sentences about themselves. Try to find 4 of these sentences that you like best.</li> <li>2. Put the students into groups of four. One student starts dictating to their group the sentences that you like best. The students tell the others how many of it they agree, but not which one.</li> <li>3. The students discuss 2 sentences, to decide which of them they believe are true and why.</li> <li>4. They then tell the person who has given the dictation which they think about the sentences and may give the reasons for this. The person listens, but does not comment. Only when they have finished, shall have to guess the person now dictating the sentences. This whole exercise gets a better result if you do it several times.</li> </ol>
Animal quiz	 <p><b>Answer these quiz individually</b></p> <ol style="list-style-type: none"> <li>a. something a person who you love someone which animal do you like best?</li> <li>A personal pronoun that sounds the same as an animal and a thing in the yard.</li> <li>Which young animal name that that is also part of the human leg?</li> <li>Can you think of a dirty, disgusting word for a woman and puppy's name?</li> <li>Is a word for a heated sound the same as the name of a fish?</li> <li>Which funny animal sounds the same as an adjective meaning "without pain"?</li> <li>A rodent that looks like a computer?</li> <li>If someone tells you you're something that is the same as a writer's name?</li> <li>A word that means "not have the animal".</li> <li>If something is a big word is how, and the animal looks like a rodent?</li> </ol>
Describing room	

Table 6. Game and quiz source



## 2. Designing

Designing stage was to develop and combine the material that had been planned before, there were two things that should be done in this stage, such as developing material, tasks and concept analyses.

### a. Developing material

In developing material, researcher conducted analysis about descriptive text to determine core competence, basic competence that would be reached and indicator as the final purpose of designing media. The core competence, basic competence and indicator were shown in table 7

Table 7. The core competence, basic competence and indicator

Core competence	Basic competence	Indicator
1. Comprehending and practicing the teachings of his religion 2. Comprehending and practicing honesty, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature also in placing themselves as a reflection of the nation in world relations 3. Understanding, applying, analyzing	3.7 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use	3.7.1 Students are able to analyze social functions of descriptive text 3.7.2. Students are able to understand about text in descriptive text. 3.7.3 Students are able to identify text structure of descriptive text 3.7.4 Students are able to identify linguistic elements in

<p>factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.</p> <p>4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules</p>		<p>simple descriptive texts</p>
---	--	---------------------------------

Determining basic competence and indicators of descriptive text in table 6 obtained concept that was included in the instructional media, such as generic structure, language features and text. Those concepts would be designed into interesting and innovative instructional media that made students understand about descriptive easily.

Furthermore, the instructional media provided text of descriptive text that was obtained from internet, such as:

Table 8. Text in powtoon comic

Descriptive text of	<a href="http://datapendidikanbersama.blogspot.c">http://datapendidikanbersama.blogspot.c</a>
---------------------	---

describing place	<a href="http://om/2014/04/contoh-descriptive-text-temple-dalam.html">om/2014/04/contoh-descriptive-text-temple-dalam.html</a>
Descriptive text of describing person	<a href="https://www.proprofs.com/quiz-school/story.php?title=nju1nzgxxjeg">https://www.proprofs.com/quiz-school/story.php?title=nju1nzgxxjeg</a>
Descriptive text of describing animal	<a href="http://www.belajarbahasainggris.us/2016/07/contoh-descriptive-text-singkat-panda.html">http://www.belajarbahasainggris.us/2016/07/contoh-descriptive-text-singkat-panda.html</a>
Descriptive text of describing thing	<a href="https://gudangpelajaran.com/23-contoh-descriptive-text-lengkap-beserta-strukturnya-pengertian-ciri-ciri-dan-tujuan/">https://gudangpelajaran.com/23-contoh-descriptive-text-lengkap-beserta-strukturnya-pengertian-ciri-ciri-dan-tujuan/</a>

#### b. Tasks and concept analysis

A tasks analysis conducted to obtain a picture of steps that would be passed by students to understand descriptive text. The way of tasks analyses started from students' understanding about concept of generic structure, language features and text, students would deal with generic structure, language features and text of descriptive text in the form of question or exercise in order that they were able to understand descriptive text completely. Detail material and tasks were in appendix 5. The next step was concept analyses that had purpose to describe the explanation from tasks analyses. The detail explanation of concept analyses in appendix 6.

### 3. Developing

Developing stage was the process of media production to develop comic as instructional media using Powtoon application for teaching and learning reading, especially reading a descriptive text. Media was created



by combining some resources to produce compatible instructional media for reading.

a. Picture production

Pictures use in Powtoon comic instructional media were from Google or internet, it used to support Powtoon comic to be authentic media. Besides, Powtoon application did not provide authentic pictures that were needed in media production, it required designer or developer to search pictures from another source. After obtaining pictures from another source, designer collaborates between pictures from internet and tools in Powtoon application. Those were the result combination of Google or internet and Powtoon application.



Before

After



Picture 1. Picture combination of describing place

Before

After



Picture 2. Picture combination of describing person

Before

After



Picture 3. Picture combination of describing animal

Before

After



Picture 4. Picture combination of describing thing

## b. Animation production

Animation production used animation that was provided by Powtoon application, such as characters, expressions, movements backgrounds, and music to support the production of Powtoon comic. Designer was able to select animation based on the material because animation filter in Powtoon application is complete. Those were some examples of animation production, such as:



Picture 5. Animation of describing place



Picture 6. Animation of describing people



Picture 7. Animation of describing animal



Picture 8. Animation of describing thing

#### 4. Validating

In the stage of validating, technique used by researcher was giving validation paper and powtoon comic to the students and English teacher to give comments and suggestions. In this stage, the researcher uses both

external validation and internal validation with following result explanation.

a. External validation

In this research, external validation included students as the users of instructional media. Researcher conducted try out and observation in external validation to obtain a valid data.

1) Try out

Try out was testing powtoon comic instructional media to students who learned reading a descriptive text, try out was conducted inside of the class with large number of students and out of the class with small group of students. The technique of try out was using students' responses that figure out students' opinion about the instructional media.

Based on students' responses in the try out, most of students said that powtoon comic instructional media was handy and easy to follow. It showed that students felt comfortable to use the instructional media in the learning. Those were some examples of students' responses, such as:

**“Yes, it is handy & easy” (Student, Maulana A.B.P.P)**

**“Yes I feel easy to follow it” (Student, Erwelleq Abellita)**

**“Yes, it is easy to follow” (Student, Oktaviandin Rakhma Wardani)**

**“Yes, it is” (Student, Bagus Virman K)**

(Seen in appendix 10 and 11)

In one side, students though that powtoon comic was attractive instructional media to be used in learning because the

media provided comic, animation and colorful picture that made it more interesting. The following were some students' statements about the attractiveness of powtoon comic:

“Very interesting” **(Student, Cita Aditya)**

“In the pictures and colour” **(Student, Erwelleq Abellita)**

“It supplies fun video” **(Student, Bagus Virman K)**

“The comic is interesting” **(Rifda Nida Akmala)**

(Seen in appendix 10 and 11)

In other side, several students faced major problems in the process of the try out, such as vocabulary meaning and the video run too fast but some students did not find difficulties in using powtoon comic. Those were students' statements, such as:

“When we do not understood the mean of each words and understand the purpose” **(Student, Bela Amelia Anggraeni)**

“The students are difficult to give the meaning of every paragraph” **(Student, Bagus Firman K)**

“Too fast” **(Student, Oktaviandin Rakhma Wardani)**

“Fastly” **(Student, Erwelleq Abellita)**

“There is no problems because this video is easy to understand” **(Student, Cita Aditya)**

“I don't think there are major problems yet” **(student, Maulana A.B.P.P)**

(Seen in appendix 10 and 11)

The solving problem, students may ask to teacher or other students about the meaning of difficult vocabulary. When the powtoon comic video run too fast, students or teacher can paused the video in order that students are able to read the text of powtoon comic.

Furthermore, students gave positive reaction after using powtoon comic, they were happy to use this media in learning



because they could study about descriptive text easily. The following were students' reaction after using powtoon comic:

"I'm very happy because I can study descriptive text easily"  
(**Student, Erwelleq Abellita**)

"I think powtoon comic is good" (**Student, Maulana A.B.P.P**)

"I feel happy and I like it" (**Student, Bela Amelia Aggraeni**)

(Seen in appendix 10 and 11)

Besides, powtoon comic instructional media was able to motivate students in learning reading a descriptive text. It was proven by students' responses, such as:

"... because the comic is interesting so make the students are not bored" (**Student, Bela Amelia Aggraeni**)

"..... because it is completed by picture and various colour. I prefer to read powtoon comic because it's easy" (**Student, Bela Amelia Aggraeni**)

"..... because using powtoon comics is easier to understand"  
(**Student, Cita Aditya**)

"..... because student can understand well because there is a picture and easy to understand" (**Student, Erwelleq Abellita**)

(Seen in appendix 10 and 11)

## 2) Observation

Observation was conducted by researcher during the process of try out, so researcher payed attention on students while students do the try out. The try out were conducted for about six times, the activity were conducted twice inside of the class with large number of students and another activity were conducted four times outside of the class with small group. During the observation, researcher made field note to notice students' reaction on powtoon comic.

The result of first observation in the stage of validation, researcher noticed that students were confused about powtoon

comic but students felt curious after researcher explained about powtoon comic. During watching powtoon comic video, students were enthusiast and exited. They focus on the video while asking something that they did not understand about descriptive text material in powtoon comic. Comic series in powtoon comic helped students to understand a text in powtoon comic. Therefore, students could understand the text that existed in poowtoon comic before reading section. Furthermore, students could answer the tasks correctly because they have mastered the text.

The second result of second observation, students were more enthusiastic and exited to learn descriptive text using powtoon comic, most of students focused on the media in the process of the try out. They were active to ask about descriptive text in powtoon comic video. The detail field note of observation in validation stage is seen in appendix 12 and 13.

#### b. Internal validation

Interview conducted in internal validation to obtain comments and suggestions from English teacher and advisor about powtoon comic instructional media. The comments and suggestions from English teacher and advisor was a data to conduct revision for powtoon comic.

##### 1) The first interview



The first interview, English teacher said that powtoon comic of describing place was available to be used in learning because it described a place while showing the picture of the place. The following is the result interview:

*“kalo yang apa... yang tempat sudah bagus, ketika animasi bilang “saya mau berkunjung ke ini” ya itu background nya sudah apa yang mereka bicarakan.”* **(English teacher)**

*“iya prambanan, e.. sudah baguslah. Artinya ketika kita berbicara dengan orang yang tidak tau prambanan, anak-anak kita itu atau murid-murid kita itu sudah tau karna backgroundnya prambanan seperti itu. Sudah bagus.”* **(English teacher)**

(Seen in appendix 18)

Furthermore, English teacher gave comment about powtoon comic in describing people, designer should include picture of Michael Jordan that was described in powtoon comic. Besides, background colour had to be contrast with the writing or the text, so it would be easier for readers. Those were the following and comments suggestions:

*“tidak semua orang tau, saya pribadi tidak kenal atlet itu. Oleh karena itu, mungkin akan lebih baik kalau di backgroundnya separuh nya mungkin gambar atletnya”* **(English teacher)**

*“sebelah-sebelah boleh, atau background”* **(English teacher)**

*“itu kadang-kadang gak jelas karna lebih menyolok warna backgroundnya. Kesannya agak kurang jelas menurut bu putri kemaren.”* **(English teacher)**

*“.....Ya harus ada sesuatu yang kontras lah dengan tulisannya itu. Biar jelas. Kalo backgroundnya pink, tulisannya ya apa item”* **(English teacher)**

*“Biar terbaca. Yang lain sudah bagus kok. Anak-anak akan tertarik juga. Jadi gak banyak perbaikan.”* **(English teacher)**

(Seen in appendix 18)

## 2) The second interview

The second interview in internal validation was final comment for powtoon comic instructional media, it also included teacher's opinion about the media developed by researcher. English teacher said that the media was interesting and helpful for students, so teacher could implement powtoon comic in the learning as long as the material is available to be designed using powtoon comic. Based on teacher's opinion, powtoon comic was attractive media and able to motivate students in learning. Those were teacher's statements and opinion, such as:

“..... I think it's interesting, helpful for the students in learning English” **(English teacher)**

“ya it's nice but as a teacher we should know e... which topic that is the most e... suitable to use what powtoon comic” **(English teacher)**

“very attractive, very attractive” **(English teacher)**

“because by using the powtoon comic the students will be easily understand the topic” **(English teacher)**

(seen in appendix 19)

Besides, teacher's responses about powtoon comic instructional media about the design and content was positive respons. The following statements were teacher's reaction about lay out, dialogues, content, text, grammar usage, vocabulary, and tasks in powtoon comic instructional media, such as:

“the lay out e.... ya it's good, unique and interesting” **(English teacher)**

“no no no it is understandable (dialogues)” **(English teacher)**

“e... in the video I think it's already related with the topic. It's good. The content is good.” **(English teacher)**

“yes it is suitable with the topic (text)” **(English teacher)**

“ya the grammar usage is already suitable with the level of the students “(**English teacher**)

“no it is suitable to the students in the tenth grade ya (vocabulary)” (**English teacher**)

“in this video, the exercises maybe we should know the goal in the teaching learning process. And in the making the exercise we should match it. So, the exercise should base on the teaching and learning goal that we write in the lesson plan.” (**English teacher**)

(Seen in appendix 19)

Furthermore, English teacher said that the media was worthy to be applied for all students of senior high school who learned English as long as the material was available to be designed using powtoon comic.

“not only in SMAPA ya. E... if as long as the media is suitable with the level of the students. It is interesting, it is understandable we can apply this media for all the students who learn English” (**English teacher**)

(Seen in appendix 19)

Furthermore, revision conducted based on data obtained from comments and suggestions from advisor and English teacher and advisor, such as:

Table 9. Powtoon comic revision

NO	Before revision	After revision
1	Media does not include the picture of person that is described	Media includes the picture of person that is described
2	The background and text colour are similar, it makes the text is unclear	The background and text colour are contrast. So, the text is clear.

The next step was revision of powtoon comic parts that were commented by English teacher and advisor Those were the revision result, such as:



(a)

(b)

Picture 9. To include person that is described (a) before revision (b) after revision



(a)

(b)

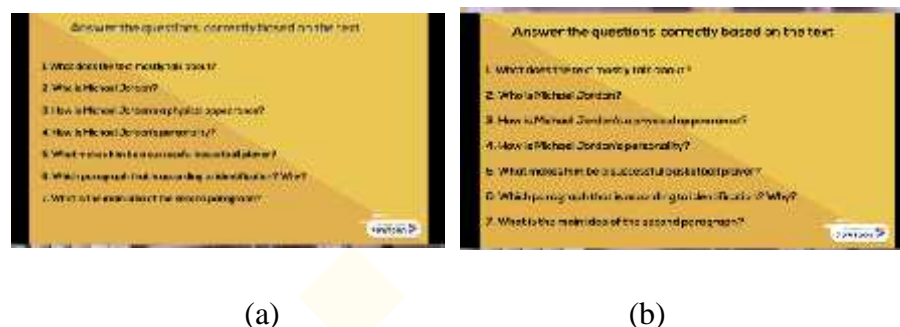
Picture 10. To include person that is described (a) before revision (b) after revision



(a)

(b)

Picture 11. The colour of background and text are contrast (a) before revision (b) after revision



Picture 12. The colour of background and text are contrast (a) before revision (b) after revision

## B. Discussions

The objective of this research was designing media using technology to create compatible for teaching reading a descriptive text, designing media used Design and Development (D&D) research followed Richey & Klein (2007) and Alessi & Trollip (2001) model that had four stages, those were planning, designing, developing and validating. There were three activities to validate the product, such as the try out, observation and interview. Powtoon comic was designed as instructional media for teaching reading at X MIPA 1 of SMAN 4 Jember.

Besides, designing instructional media for teaching and learning process was supported by head master and English teacher, where it was important to motivate students in learning. According to head master of SMAN 4 Jember, designing instructional media related with school vision and mission. The school vision was Forming intelligent, skilled and character, while the school mission such as, creating quality learning and training effectively and efficiently in accordance with the development of science and

technology. So, school required teacher to design and develop instructional media using technology in order that students used technology in the learning process optimally. Moreover, school policy regarding designing instructional media that was facilitating the need in designing media to obtain qualified learning process.

Furthermore, instructional media was important to be used in teaching English as Foreign Language (EFL) students to bring a piece of real world into the learning process, especially learning reading. Moreover, authentic model of reading was rare, educator commonly use a text to be read by students. It made students did not interest in reading because educator used instructional media that did not follow students' like and need.

Besides, this research produced four instructional medias for teaching reading a descriptive text, such as describing place, describing person, describing animal and describing thing. The instructional media were designed using powtoon application, those were the following result of designing:

Thus, describing place was part of descriptive text designed using powtoon, where it described Prambanan temple. Describing place was designed to be interesting instructional media in the form of powtoon comic. Powtoon comic instructional media consists of several sections where opening section was the beginning for instructional media of descriptive text in describing Prambanan temple, such as:



(a)



(b)

Picture 13. Opening of powtoon comic in describing place

Those are the opening sections in powtoon comic of describing place that had purpose to inform students about the topic of descriptive text in powtoon comic instructional media where students knew the descriptive text of place described Prambanan temple. The opening of describing Prambanan temple was because the slides were made from varieties of movement style.



Beside of that, the attractiveness in powtoon comic instructional media was the comic series that where it motivated students to learn reading a descriptive text, the comic series in describing Prambanan temple follows:



(a)



(b)





(c)



(d)

Picture 14. Comic series in powtoon comic

Picture (a) showed the prologue of comic to inform students the story line in comic describing Prambanan temple. The comic series told a story about school vocation of Indra, Johan and Betty, they had a different destination to visit where Indra was planning to visit Prambanan temple. Pictures (b) (c) (d) were prambanan temple explanation. Indra did not know about Prambanan temple because he never visited historical place, so he asked Indra and Betty to explain about Prambanan temple. Picture (c) showed the

characters were staying in front of Prambanan temple while describing the temple in order that students knew the visual of Prambanan temple as authentic model. According to Lucie Slavikova's thesis entitled "The Use of Media in The EFL Classroom at Secondary School in the 21st Century", media instructional should bring a piece of real world as authentic model<sup>73</sup>.

Besides, the comic series were followed by music or back sound entitled 'party life' to make students more comfortable in reading the comic, the music was energetic because the comic told about vocation. Based on Lezanov (2005) in Anni Jumreni thesis, teaching using art could create enjoyable atmosphere in teaching and learning process, students would have their own imagination<sup>74</sup>.

Furthermore, students at X MIPA 1 were enthusiast to read comic series of describing Prambanan temple in powtoon comic because most of them liked comic. Besides, this was the first time for them to use comic as instructional media for teaching reading where commonly they used picture or reading text as the media of reading.

Thus, when students had read the comic series, powtoon comic would show them about descriptive text of Prambanan temple that required students to use reading technique. The text was obtained from website source that consisted of three paragraphs, the first paragraph was identification while other two paragraphs were descriptions. Comic series that students read was a

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<sup>73</sup> Lucie Slavíková, "The Use of Media in The EFL Classrooms at Secondary School in The 21st Century", (thesis, Charles University, Prague, 2014), 9

<sup>74</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7

prior knowledge of Prambanan temple. The following was text of Prambanan temple:



(a)



(b)

IAIN JEMBER



(c)

Picture 15. Descriptive text of Prambanan temple

Thus, the teaching theory of descriptive text in describing Prambanan temple was intensive reading because it required students to learn in detail about linguistic system, such as descriptive text structures, vocabulary and grammatical usage. H. Douglas Brown stated that intensive reading made students focus on linguistic or semantic of the text<sup>75</sup>. So, teacher taught students in using intensive reading to help students in understanding the literacy meaning of the text because students analyze the linguistic in detail. Commonly, intensive reading used in teaching reading, it also used in the try out powtoon comic of describing Prambanan temple, so students could understand about descriptive text structure, grammar usage and vocabulary in Prambanan temple descriptive text.

Besides, the reading theories used in reading Prambanan temple descriptive text were bottom up and top down of Lauren Stephenson, Barbara

<sup>75</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 373

Haold and Brown's theory. Based on Brown's statement, bottom up required students to recognize linguistic signals, such as words or vocabulary and grammatical usage<sup>76</sup>. So, students used their prior knowledge of language system to analyze Prambanan temple descriptive text. Top down was reading using prior knowledge as the basic to understand the text, according to Lauren Stephenson and Barbara Haold, top down was reading process of guessing meaning with background knowledge that was obtained before reading process<sup>77</sup>. The background knowledge of Prambanan temple descriptive text was obtained by students in comic series. Researcher did not use interactive reading theory because it combined between both bottom up and top down theory where students at tenth were difficult to combine both theories.

Furthermore, bottom up and top down affect in teaching reading, it was written in *Teaching by Principle, An Interactive Approach to Language Pedagogy, Third Edition* by H. Douglas Brown that both theories affect teaching reading because students' understanding about the descriptive text of Prambana temple depended on bottom up and top down theories that were used by students in reading<sup>78</sup>.

Thus, Students were able to read and understand the descriptive text of Prambanan temple easily because students used reading theory while teacher

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<sup>76</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358

<sup>77</sup> Lauren Stephenson, Barbara Haold, "Elements in The Teaching of Reading", *Teachers Learners and Curriculum*, 4 (2009), 15

<sup>78</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 357

used teaching reading strategy. It created effective teaching and learning reading process using powtoon comic.

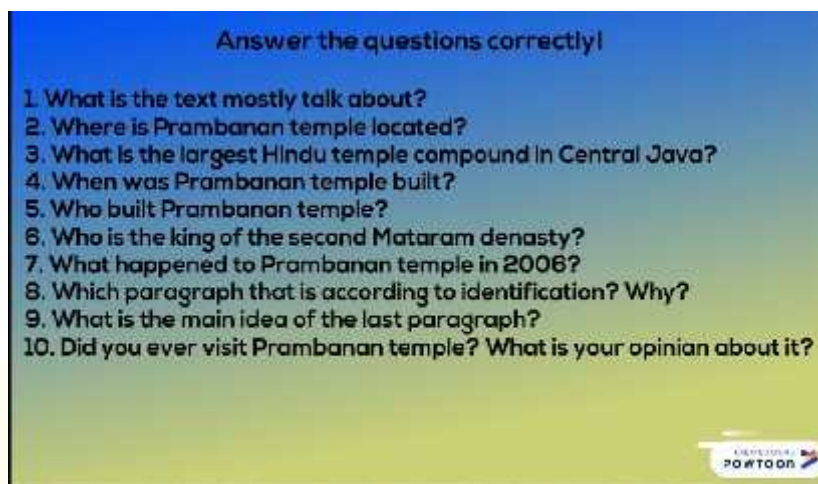
Furthermore, students had to answer the tasks after reading Prambnan temple, there were ten questions should be answered by them. Those tasks include general and specific information of the text. Skimming and scanning theory were necessary to obtain correct answer in the text fastly. Therefore, teacher should teach students about skimming for main ideas and scanning to obtain specific information. H. Douglas Brown stated that skimming for main ideas made students know the general content of the text where they read quickly through a whole of the text while scanning to obtain specific information required students to read important words related to the tasks need<sup>79</sup>.

Beside of that, teacher should train the students to answer tasks in descriptive text by skimming and scanning. The used of skimming and scanning was important in task section because students were able to answer correctly without spending much time. It was proven in the try out activity of powtoon comic instructional media at X MIPA 1 of SMAN 4 Jember where students used skimming and scanning. As a result, students could answer the tasks of Prambanan temple text quickly and correctly. Students would show their answer while teacher or educator would correct students' answer.

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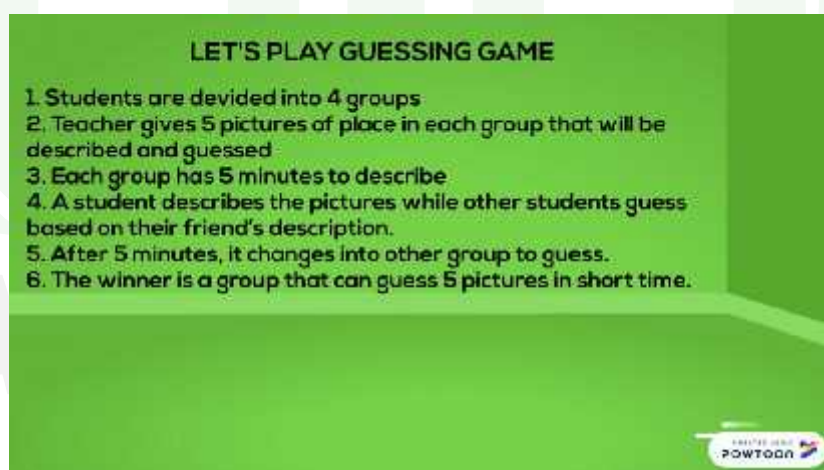
<sup>79</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 366





Picture 16. The tasks of Prambanan temple

Furthermore, powtoon comic consisted of game and quiz to ensure students understanding in descriptive text of describing Prambanan temple. At the end of powtoon comic instructional media in describing Prambanan temple, designer included guessing game to train students in describing a place. The game is conducted in small group, the following was guessing game rules:



(a)



(b)

Picture 16. Guessing game in powtoon comic of describing place

Henceforth, guessing game was a game usually used in English learning, the game invited students to learn while having fun. Commonly, guessing game used in teaching vocabulary because it emphasized in vocabulary usage that could improve vocabulary mastery. Unfortunately, descriptive text of describing place modified guessing game that was suitable to be used in teaching reading a descriptive text. Picture (a) was the rules of guessing game in powtoon comic of describing place where student would describe pictures of places while others were guessing the places based on the description from the friend. It trained students in describing place that they learned in descriptive text of place.

Thus, students were happy to practice guessing game in the try out of powtoon comic describing place. It trained students to inform their friends about a place by describing the place, they were playing while studying. It emphasized in vocabulary and speaking skill where students should use their vocab and speaking



skill to describe the places in order the other students could understand and guess the place.

Furthermore, the way to use powtoon comic of Prambanan descriptive text was using laptop, LCD or projector and sound. Those technological tools would support the use of comic powtoon instructional media. Powtoon comic instructional media was able to motivate students in learning but it had time limitation, designer could not design material more than three minutes. It made powtoon comic of describing Prambanan temple did not include the descriptive material such as definition, generic structures and language features of descriptive text.

Therefore, researcher used blended learning to complete the teaching and learning process. Based on Barbara Allan, blended learning was the combination of technology-based and classroom based learning<sup>80</sup>. As a result, researcher completed the powtoon comic instructional media using face-to-face learning where teacher or educator explain the descriptive text material of describing place such as definition, generic structures and language features. The materials that should be explained by teacher or educator were written in work log, the purpose was to avoid different explanation between one teacher and another teacher that used powtoon comic.

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<sup>80</sup> Allan Barbara, *Blended Learning: Tools for Teaching and Training*, (London: Face Publishing, 2007) 4



Picture 17. The closing of powtoon comic in describing place

Besides, the closing of powtoon comic in describing place existed motivation or quotes for teachers or educators. 'Be a good mteacher or never' it means that teacher should do their obligation as teacher, especially in teaching. Teacher should be good in teaching, such as bringing innovative and creative media, using technology to follow the development of era, and motivating students in learning.

Furthermore, descriptive text of describing person is also designed as powtoon comic instructional media for teaching reading at X MIPA 1 at SMAN 4 Jember that consisted of 34 students. There were several advantages of using technology as media for teaching based on Dipika S. Patel thesis entitled *Significance of Technology Enhance Language Learning (TELL) in Language Classroom*, such as (1) Providing flexibility and variety of learning style, (2) Supporting textbook to obtain deep learning experience, (3) Motivating students in learning (3) Did not limit the learning area<sup>81</sup>.

Therefore, the reason powtoon comic became media technology for teaching reading was powtoon comic supported by variety styles features that

<sup>81</sup> Dipika S. Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes", *Journal of Technology for ELT*, 2 (April,2017), 2

could follow students' need and like. Powtoon comic helped textbook to explain the material in attractive way, so it motivated students to learn reading. Moreover, powtoon comic did not limit the area for learning, students were able to learn reading a descriptive text in the class or house.

Unfortunately, using technology as media such as powtoon comic required users to spend cost. According to Aunurrahman in book entitled *Belajar dan Pembelajaran*, users should spend cost for the technology and for training to use technology, students would depend on technology in learning where sometimes, they had to learn without supporting by technology to obtain a better learning experience, teacher should limit the use of technology as media in learning<sup>82</sup>.

Beside of that, powtoon comic instructional media designed only for teaching reading a descriptive text, it helped both teacher and students to overcome the problems of teaching and reading. According to Lucie Slavikova in *The Use of Media in the EFL Classroom at Secondary School in the 21st Century* thesis, authentic model was rare<sup>83</sup>. So teacher should design instructional media as authentic model to teach students, such as powtoon comic for teaching reading.

Thus, powtoon comic of describing person consisted of several sections, such as opening, comic, vocabulary to describe person, descriptive text, tasks, animal quiz and closing sections. Those sections supported powtoon comic to be attractive media where it was able to bring a real

<sup>82</sup> Aunurrahman, *belajar dan Pembelajaran* (Bandung: Alfabeta, 2013), 233

<sup>83</sup> Lucie Slavíková, "The Use of Media in The EFL Classrooms at Secondary School in The 21st Century", (thesis, Charles Univercity, Prague, 2014), 9

situation into the class, based on thesis conducted by Lucie Slavikova entitled *The Use of Media in the EFL Classroom at Secondary School in the 21st Century*, instructional media that could bring the real situation was important instructional media to be used in the learning<sup>84</sup>. The duration of powtoon comic in describing person was 2 minutes 37 seconds, the first section of powtoon comic in describing person was opening section, such as:



(a)



<sup>84</sup> Ibid, 9

(b)

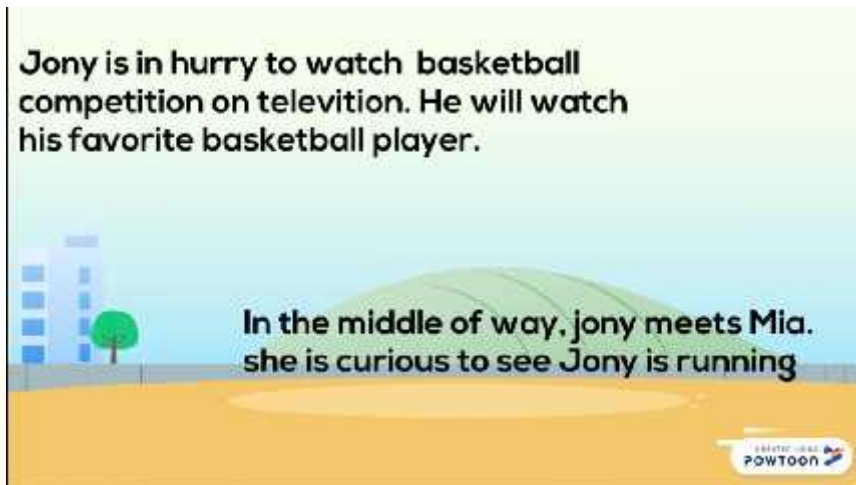
Picture 18. The opening of powtoon comic in describing person

Besides, the opening of powtoon comic describing person introduces topic and person that would be discussed in the media. Picture (a) informed students or users about the topic in powtoon comic where the topic was descriptive text of person while picture (b) informed students or users about person that would be described 'Michael Jordan' and comic characters 'Mia and Jony'. This opening was also to recall students' background knowledge, according to H. Douglas Brown in *Teaching by Principle, An Interactive Approach to Language Pedagogy* that background knowledge was important in reading to help students to understand the text<sup>85</sup>. The opening of powtoon comic describing person was designed with variety styles and effects in powtoon comic application to obtain interesting and innovative powtoon comic opening to attract students' attention where the first impression was important.

Furthermore, the next section in powtoon comic instructional media of describing person was comic section that tells a descriptive text of Michael Jordan. Comic was according to media of art where it consisted of cartoon characters, media instructional using art would make students feel comfortable in the learning process. Therefore, comic section in powtoon comic of describing person attracted students' interest in the try out activity.

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<sup>85</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358



(a)



(b)



(c)



(d)

Picture 19. Comic series in powtoon comic

Accordingly, picture (a) in comic series showed about prologue, it informed users the story line about descriptive text of person in powtoon comic. The comic told about basketball competition where Michael Jordan was Jony's favorite athlete while Mia did not know about Michael Jordan. So, Jony invited Mia to watch the basketball competition together. Picture (c) and (d) showed Jony and Mia watched together while describing Michael Jordan, the picture of Michael Jordan existed as the background of the comic in order users knew the visual of Michael Jordan. This part also helped students to understand the descriptive text, so students would know Michael Jordan without reading descriptive text of Michael Jordan.

Beside of that, comic series in powtoon comic instructional media supported by art, such as cartoon and music. Lezanov (2005) stated in Anni Jumreni thesis that media using art created enjoyable learning<sup>86</sup>. Moreover,

<sup>86</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7



students read the comic series while listening to the music as back sound. The back sound was provided by powtoon application entitled 'flow and go' where the music was energetic because powtoon comic of describing person told about basketball competition.

Furthermore, the way to use powtoon comic instructional media for teaching reading a descriptive text of person needs other technological tools, such as laptop, LCD or projector and sound. Teacher should pause the powtoon comic video when students did not finish reading or need some explanations about powtoon comic material.

Besides, powtoon comic completes students' course book material where powtoon comic provided materials that were not provided by course book. Powtoon comic instructional media of describing person consisted of comic series, vocabulary of physical and personality appearance, descriptive text, tasks and game. Unfortunately, course book provided material, text and exercises, so students needed authentic media in the learning process. According to Jeremy Harmer in *How to Teach English* book, powtoon comic could complete course book if the lesson was rather boring or difficult to be understood by students<sup>87</sup>.

Thus, students were enthusiastic to watch and read powtoon comic instructional media, they focused on the powtoon comic instructional media where it was the first time for most of students to use digital comic in English

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<sup>87</sup> Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2007), 146



learning, especially reading. Commonly, teaching reading uses traditional media, such as picture or text.

Henceforth, the next section was text of describing Michael Jordan, the text is a simple descriptive text of describing person that was suitable for students' of tenth grade in SMAN 4 Jember. Based on the try out conducted in validating stage, most of students were able to understand the text. Moreover, students had read comic series of describing Michael Jordan. The following picture was picture in descriptive text of Michael Jordan.



Picture 20. Descriptive text of Michael Jordan

Furthermore, the teaching theory of descriptive text in describing Michael Jordan included intensive reading because it required students to learn in detail about linguistic system, such as descriptive text structures, vocabulary and grammatical usage. H. Douglas Brown stated that intensive reading made students focused on linguistic or semantic of the text<sup>88</sup>. So, teacher taught students in using intensive reading to help students to

<sup>88</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 373

understand the literacy meaning of the text because students analyzed the linguistic in detail. Commonly, intensive reading used in teaching reading, it also used in the try out powtoon comic of describing Michael Jordan, so students understood about descriptive text structure, grammar usage and vocabulary in Michael Jordan descriptive text.

Besides, the reading theories used in reading Michael Jordan descriptive text were bottom up and top down. Based on Brown's statement, bottom up required students to recognize linguistic signals, such as words or vocabulary and grammatical usage<sup>89</sup>. So, students used their prior knowledge of language system to analyzed Michael Jordan descriptive text. Top down was reading using prior knowledge as the basic to understand the text, according to Lauren Stephenson and Barbara Haold, top down was reading process of guessing meaning with background knowledge that was obtained before reading process<sup>90</sup>. The background knowledge of Michael Jordan descriptive text was obtained by students in comic series. Researcher did not use interactive reading theory because it combined between both bottom up and top down theory where students at tenth were difficult to combine both theories.

Furthermore, bottom up and top down affect in teaching reading, it was written in *Teaching by Principle, An Interactive Approach to Language Pedagogy, Third Edition* by H. Douglas Brown that both theories affect

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<sup>89</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358

<sup>90</sup> Lauren Stephenson, Barbara Haold, "Elements in The Teaching of Reading", *Teachers Learners and Curriculum*, 4 (2009), 15

teaching reading because students' understanding about the descriptive text of Michael Jordan depends on bottom up and top down theories that were used by students in reading<sup>91</sup>.

Beside of that, tasks of describing Michael Jordan showed after the descriptive text, there were seven questions should be answered by students correctly. The tasks consisted of general and specific information of Michael Jordan descriptive text, the task designed based on concept analyses.

Besides, Teaching reading strategy to answer the tasks based on Brown were Identifying the purpose in reading, skimming for main ideas, scanning to get specific information, and using efficient silent reading technique<sup>92</sup>. The first step, students should identify the purpose of reading, teacher should ensure that students knew the purpose in reading. Skimming and scanning theories were important to answer the reading tasks, according to Brown, skimming was reading a whole of the text quickly while scanning was reading important part of the text<sup>93</sup>. The way to use skimming and scanning for tasks answers was skimming for main ideas used to look for task answer about general content of the text while scanning used to obtained task answer about specific information that was need by the task.

As a result, students could finish the tasks of describing person correctly because they used skimming and scanning theories of Brown to

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<sup>91</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 357

<sup>92</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 366

<sup>93</sup> Ibid, 366

search the answer the descriptive text. Moreover, students had understood about the descriptive text of Michael Jordan by reading comic series. Students did not need much time to finish the tasks. Whereas, students would find any difficulties in answering reading tasks.



Picture 21. The tasks of Michael Jordan

Furthermore, powtoon comic also contained of descriptive text of person material, such as vocabulary of physical appearance and personality adjective. The purpose of publishing those vocabularies in powtoon comic of person in order that students knew common vocabulary in describing person. Unfortunately, powtoon comic of describing person could not include all materials of descriptive text because powtoon application had time limitation, designer could not design powtoon comic more than 3 minutes.

Therefore, teacher should explain descriptive text of person material without using technology or using blended learning, it called as blended learning because teacher taught students using powtoon comic instructional media and face-to-face learning. According to Barbara Allan, blended learning

was the use of different internet-based tools to support a traditional course<sup>94</sup>. Husamah stated that blended learning helped to reach the objective of learning maximally<sup>95</sup>. Those were pictures of physical appearance and personality adjectives:



(a)



(b)

Picture 22. Physical appearance and Personality adjectives

<sup>94</sup> Allan Barbara, *Blended Learning: Tools for Teaching and Training*, (London: Face Publishing, 2007) 4

<sup>95</sup> Husamah, *Pembelajaran Bauran (Blended Learning)*, (Malang: Prestasi Pustaka Publisher, 2014), 23.

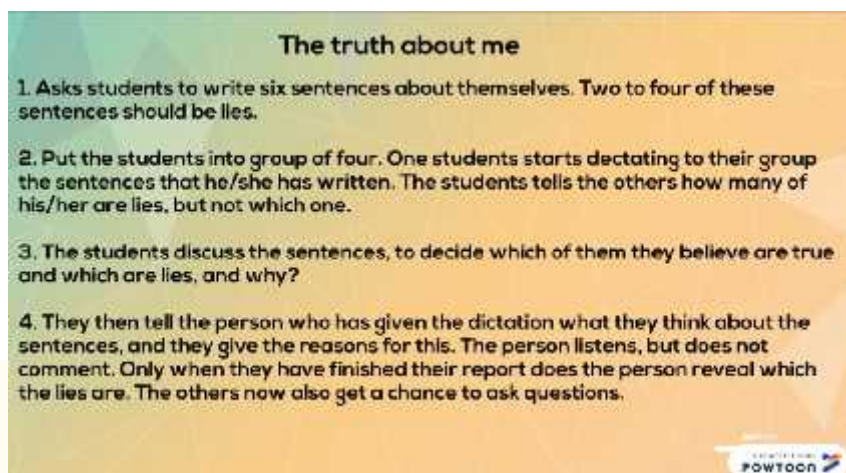
Beside of that, powtoon comic consisted of game challenge that was the truth about me, the challenge activity was learned from Philip Prowse where the truth about me challenge required student to describe about himself/herself in six sentences while other students guess which statements were true, the rule of the challenge was in picture (b). It trained students to describe their own selves where it also trained their writing skill. The purpose of the truth about me challenge was to ensure students' understanding in descriptive text of person.

Thus, most of students were enthusiast to do the challenge because it was describing them. Students used physical appearance and personality adjectives in describing themselves. The truth about me challenge trained students fun learning where they were playing while learning. Those were the rules of the truth about me challenge:



(a)





(b)

Picture 23. The truth about me challenge in powtoon comic of person

Besides, closing was at the end of powtoon comic in describing person, the purpose was not only to inform that the powtoon comic had ended but also to motivate teacher to be creative educator. The quote written at the end of the slide has purpose to motivate teacher to involve innovative instructional media in teaching, especially teaching reading.



Picture 24. Closing of powtoon comic in describing person

Besides, descriptive text of animal was also designed using powtoon comic where it also had comic section, descriptive text, tasks and animal quiz. Those sections had purpose to create authentic material that could bring the real world into the classroom. The first slide of powtoon comic describing animal was opening where it had purpose to inform users the content of powtoon comic describing animal, descriptive text of animal describes panda. Picture (a) showed the topic while picture (b) showed comic characters and designers.

Furthermore, teacher should involve technology in teaching, especially teaching language. Based on journal entitled *Digital Learning in EFL Classroom* conducted by Serhat Akyuz and Fatih Yafuz, technology obtained positive value from teachers and students where they gave good respond on technology in language class<sup>96</sup>. Therefore, teachers had to use powtoon comic to teach descriptive text of animal to attract students' interest. Moreover, powtoon comic as instructional media using technology could develop students' reading skill, according to Safia Mujtaba Alsied and Mustafa Mubarak Pathan, the use of technology in EFL classroom gave a lot of contributions to develop students' reading skill<sup>97</sup>.

In one side, there were several advantages of using powtoon comic for teaching a descriptive text of animal in the class based on Dipika S. Patel's journal, such as providing more flexibility and variety styles of learning,

<sup>96</sup> Serhat Akyuz, Fatih Yafuz, "Digital Learning in EFL Classrooms", *Procedia-Social and Behavior Science*, 197(February, 2015), 768

<sup>97</sup> Safia Mujtaba Alsied, Mustafa Mubarak Pathan, The Use of Computers Technology in EFL Classroom: Advantages and Implications, *International Journal of English Language & Translation Studies*, 1 (April-June, 2013), 47



improving students' motivation and developing students' better attitudes in learning process and using for outside or inside of the classroom without time limitation<sup>98</sup>.

In other side, Powtoon comic required the users to spend cost of the technology that would be used. Sometimes, students had to learn something without using technology to obtain a better learning experience where technology made the learning was easier, it made students were effortless to obtain knowledge.



(a)

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<sup>98</sup> Dipika S. Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes", *Journal of Technology for ELT*, 2 (April,2017), 2



(b)

Picture 25. The opening of powtoon comic describing animal

Beside of that, the next section was comic section that describes panda where comic section of describing panda was designed using art, such as comic characters and music. It was adopted from suggestopedia that made students feel comfortable in learning descriptive text of describing panda. According to Lezanov (2005), Suggestopedia was claimed as learning method that created enjoyable learning<sup>99</sup>.

As a result, the first slide of comic section was prologue to inform students about the story line in the comic of describing panda. It had two comic characters, Oliv and her father. Oliv wanted to see panda in zoo but her father did not allow her to go to zoo because Oliv always visited zoo to see panda. In this section, Oliv and her father described panda. Those were the examples of comic conversation between Olive and her father:

<sup>99</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7



(a)



(b)



(c)



(d)

Picture 26. Comic series in powtoon comic

Furthermore, comic series motivated students to learn reading a descriptive text because it entertained students supported by music as back sound. Comic series also recalled students' prior knowledge about panda that helped them to comprehend descriptive text of panda, according to Grant, the objectives of teaching reading was to develop students' basic comprehension skills where they could read and understand the text.

Beside of that, comic series had long conversation text where students would be difficult to read because powtoon comic instructional media run too fast. Therefore, it required teacher to pause powtoon comic video when students did not finish reading.

Furthermore, powtoon comic of describing animal completed course book where powtoon comic provided descriptive text of animal materials that were not provided by course book, such as comic series, vocabulary of

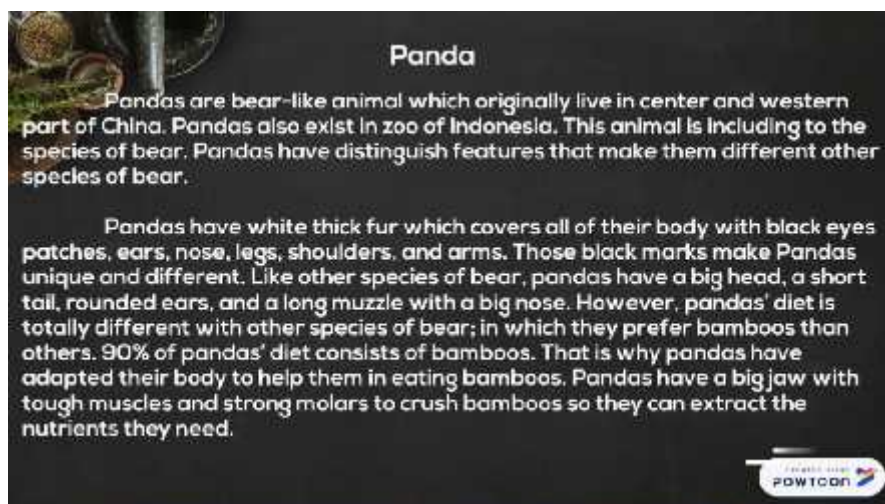
physical and personality appearance, and animal quiz. Unfortunately, course book only provided material, text and exercises of descriptive text, so students needed authentic media in the learning process. According to Jeremy Harmer in *How to Teach English* book, media technology could complete course book if the lesson is rather boring or difficult to be understood by students<sup>100</sup>.

Thus, students were amazed to watch and read powtoon comic instructional media, they focused on the powtoon comic instructional media where powtoon comic was the first instructional media using digital comic that they used in learning reading. Moreover, powtoon comic instructional media provided the picture of panda that made the comic series was real. Commonly, teaching reading used traditional media, such as picture or text.

Henceforth, the descriptive text of describing panda showed after comic series, it was a simple descriptive text of describing animal that was suitable for students' of tenth grade in SMAN 4 Jember. Based on the try out result conducted in validating stage, the descriptive text of panda was understood by most of students at X MIPA 1. Moreover, students had read comic series of describing panda. The following picture was descriptive text of describing panda

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<sup>100</sup> Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2007), 146



Picture 27. Descriptive text of Panda

Furthermore, the teaching theory used in descriptive text of describing panda was intensive reading because students had to analyze and learn in detail about linguistic system, such as descriptive text structures, vocabulary and grammatical usage. According to H. Douglas Brown, intensive reading made students focus on linguistic or semantic of the text<sup>101</sup>. So, teacher taught students using intensive reading to help students in understanding the literacy meaning of the text because students analyzed the linguistic in detail. Commonly, intensive reading used in teaching reading, it also used in the try out of powtoon comic in describing panda where students could understand about descriptive text structure, grammar usage and vocabulary in panda descriptive text.

Beside of that, the reading theories used by students in reading panda descriptive text were bottom up and top down. Based on Brown's statement,

<sup>101</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, (Francisco: Pearson Longman, 2007), 373

bottom up required students to recognize linguistic signals, such as words or vocabulary and grammatical usage<sup>102</sup>. So, students used their prior knowledge of language system to analyze panda descriptive text. While top down was reading using prior knowledge as the basic to understand the text, according to Lauren Stephenson and Barbara Haold, top down was reading process of guessing meaning with background knowledge that was obtained before reading process<sup>103</sup>. The students' background knowledge about panda descriptive text was obtained in comic series. Researcher did not use interactive reading theory because it combined between both bottom up and top down theory where students at tenth were difficult to combine both theories.

As the result, bottom up and top down affect in teaching reading, it was written in *Teaching by Principle, An Interactive Approach to Language Pedagogy, Third Edition* by H. Douglas Brown that students' understanding about the descriptive text of panda depended on bottom up and top down theories that were used by students in reading<sup>104</sup>.

Besides, the teaching strategy and reading theory used in powtoon comic descriptive text of panda made most of students at X MIPA 1 at SMAN 4 Jember learn about the descriptive text easily. Moreover, comic series of

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<sup>102</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358

<sup>103</sup> Lauren Stephenson, Barbara Haold, "Elements in The Teaching of Reading", *Teachers Learners and Curriculum*, 4 (2009), 15

<sup>104</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 357



describing panda helped students to understand the descriptive text where comic series described panda based on the text.

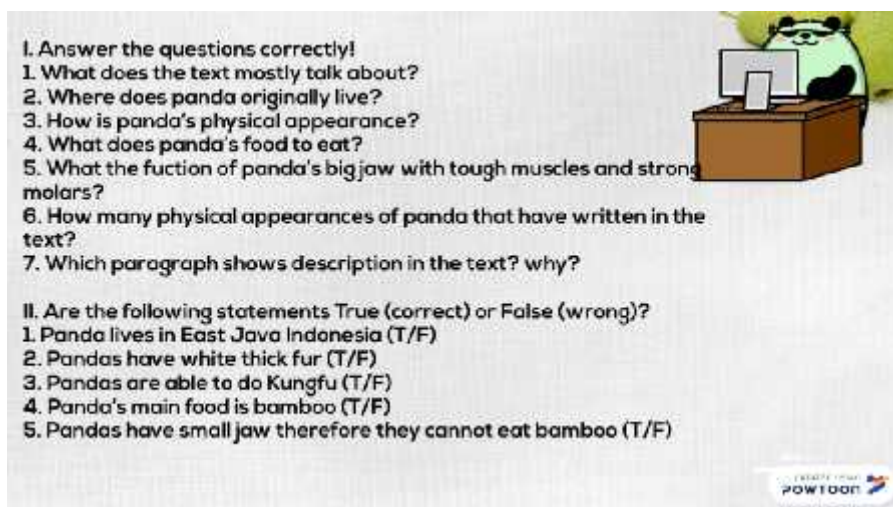
Furthermore, students should answer the tasks after reading Prambnan temple to ensure that they understand about descriptive text of panda, there were two types of tasks in descriptive text of panda, those were essay and true or false tasks. Those tasks were designed based on tasks analyses that included general and specific information of the text. Therefore, skimming and scanning theory were necessary to obtain correct answer in the text fastly. Teacher should train students about skimming for main ideas and scanning to obtain specific information. H. Douglas Brown stated that skimming for main ideas made students know the general content of the text where they read quickly through a whole of the text while scanning to obtain specific information required students to read important words related to the tasks need<sup>105</sup>.

As a result, skimming for main ideas and scanning for obtaining specific information of Brown were implemented in the try out activity of powtoon comic in describing panda to answer the tasks at X MIPA 1 of SMAN 4 Jember. Students' could find the tasks answer easily because they used skimming and scanning to find the answer. Moreover, students had understood about panda when they read powtoon comic in describing panda.

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<sup>105</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 366





Picture 28. The tasks of Panda

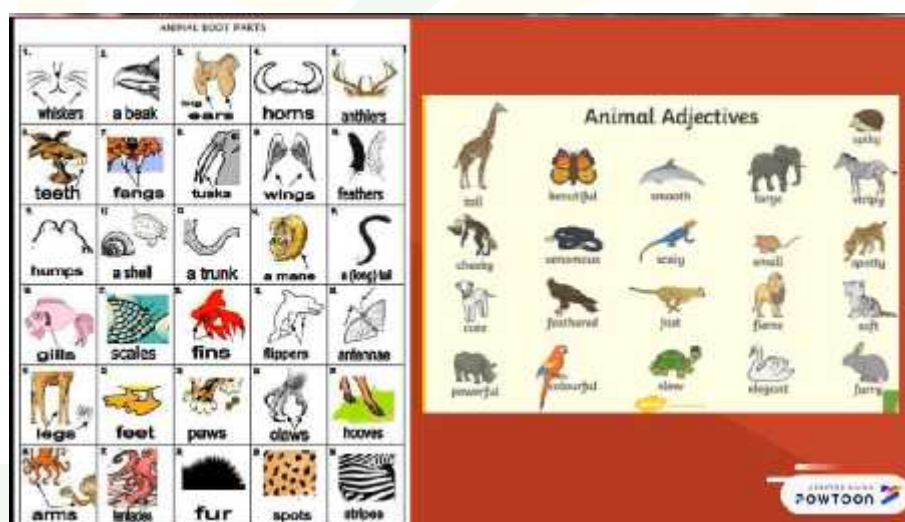
Furthermore, powtoon comic of describing panda contained of descriptive text of animal material, such as vocabulary of animal part of body and animal adjective in order that students knew common vocabulary in describing person, it helped them in describing animal. Unfortunately, powtoon comic of describing animal could not include all materials of descriptive text because powtoon application had time limitation, designer could not design powtoon comic more than 3 minutes.

Therefore, teacher had to explain descriptive text of animal material without using technology or using blended learning, it called as blended learning because teacher taught students using powtoon comic instructional media and face-to-face learning. According to Barbara Allan, blended learning was the use of different internet-based tools to support a traditional course<sup>106</sup>.

<sup>106</sup> Allan Barbara, *Blended Learning: Tools for Teaching and Training*, (London: Face Publishing, 2007) 4

Husamah also stated that blended learning helps to reach the objective of learning maximally<sup>107</sup>.

The result, researcher used blended learning to transfer descriptive text materials to students in the try out of powtoon comic of describing panda where powtoon comic did not provide them those materials. Blended learning helped students to obtain descriptive text material maximally.



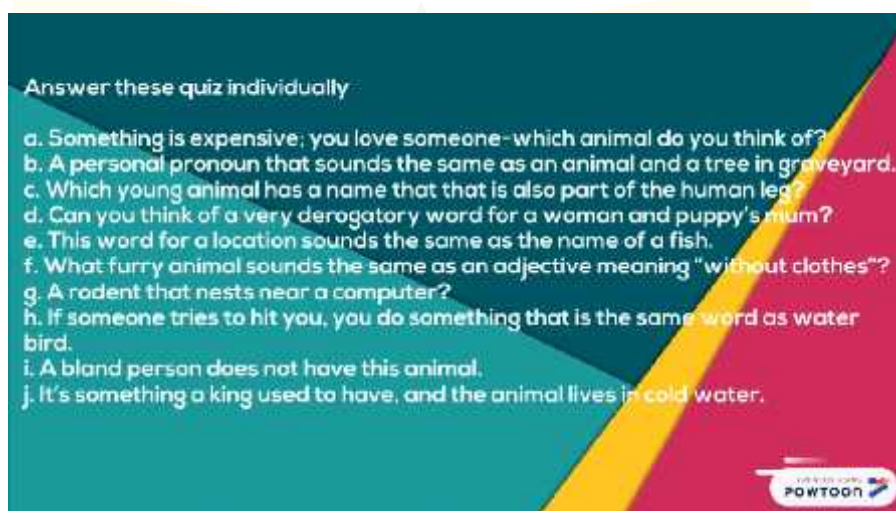
Picture 29. Animal part of body and animal adjectives

Beside of that, powtoon comic of describing panda also consisted of animal quiz based on *Multiple Intellegences in EFL* book by Herbert Puchta and Mario Rinvoluceri<sup>108</sup>. Animal quiz focused on intensive reading because students should read the quiz carefully to obtain correct answer. In the try out of powtoon comic describing animal, students did the animal quiz while the researcher informs them any answers they did not obtain.

<sup>107</sup> Husamah, *Pembelajaran Bauran(Blended Learning)*, (Malang: Prestasi Pustaka Publisher, 2014), 23.

<sup>108</sup> Herbert Puchta, Mario Rinvoluceri, *Multiple Intellegences in EFL*, (Cambridge: Helbling Languages, 2005), 103

Furthermore, most of students in X MIPA 1 were enthusiast to do the animal quiz, it was more difficult than other quiz. Students should look for the hidden meaning of the quiz. Most of students could not finish answering the animal quiz. As a result, researcher informed students the answers. They were amazed to see the answers given by researcher.



Picture 30. Animal quiz

At the end of powtoon comic descriptive text of panda was closing to say thank and gave motivation for users. The closing in descriptive text of panda motivated students or users to study hard. The last slide was designed using attractive feature of powtoon comic in order that it would be more interesting.



Picture 31. Closing of powtoon comic in describing panda

Furthermore, descriptive text of thing was also designed as powtoon comic instructional media for teaching reading at X MIPA 1 at SMAN 4 Jember. Based on Dipika S. Patel thesis entitled *Significance of Technology Enhance Language Learning (TELL) in Language Classroom*, the advantages of using technology as media for teaching such as providing flexibility and variety of learning style, supporting textbook to obtain deep learning experience, motivating students in learning and it did not limit the learning area<sup>109</sup>.

As a result, powtoon comic became media technology for teaching reading supported by variety styles features that could follow students' need and like. Powtoon comic helped textbook to explain the material in attractive way, so it motivated students to learn reading a descriptive text. Moreover,

<sup>109</sup> Dipika S. Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes", *Journal of Technology for ELT*, 2 (April,2017), 2

powtoon comic did not limit the area of learning, students were able to learn reading a descriptive text in the class or house.

Unfortunately, the use of technology as media such as powtoon comic required users or students to spend cost. According to Aunurrahman, users should spend cost for the technology and for training to use technology<sup>110</sup>. Besides, students would depend on technology in learning where they should learn without supporting by technology to obtain a better learning experience, so teacher should limit the use of technology as media in learning.

Beside of that, powtoon comic instructional media was designed only for teaching reading a descriptive text, it helped teacher and students to overcome the problems in teaching and learning reading. According to Lucie Slavikova in *The Use of Media in the EFL Classroom at Secondary School in the 21st Century* thesis, authentic model was rare, so teacher should design instructional media as authentic model to teach students, such as powtoon comic for teaching reading<sup>111</sup>.

Thus, powtoon comic of describing thing consisted of several sections, such as opening, comic, vocabulary to describe person, descriptive text, tasks, animal quiz and closing sections. Those sections supported powtoon comic to be attractive media that brough a real situation into the class, based on thesis conducted by Lucie Slavikova entitled *The Use of Media in the EFL Classroom at Secondary School in the 21st Century*, instructional media that could bring the real situation was important instructional media to be used in

<sup>110</sup> Aunurrahman, *belajar dan Pembelajaran* (Bandung: Alfabeta, 2013), 233

<sup>111</sup> Lucie Slavíková, "The Use of Media in The EFL Classrooms at Secondary School in The 21st Century", (thesis, Charles Univercity, Prague, 2014), 9

the learning<sup>112</sup>. The duration of powtoon comic in describing thing was 2 minutes 45 seconds, the first section of powtoon comic in describing thing was opening section.

Furthermore, the opening of powtoon comic describing thing informed users or students the topic and thing that would be discussed in the media. Picture (a) informed students or users about the main topic in powtoon comic where the topic was descriptive text of thing while picture (b) informed students or users about thing that would be described where powtoon comic describes novel. This opening was also to recall students' background knowledge, according to H. Douglas Brown in *Teaching by Principle, An Interactive Approach to Language Pedagogy* that background knowledge was important in reading to helps students to understand the text<sup>113</sup>. The opening of powtoon comic describing novel was designed with variety styles and effects in powtoon comic application to obtain interesting and innovative powtoon comic opening to attract students' attention where the first impression was important.

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<sup>112</sup> Ibid, 9

<sup>113</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358





(a)



(b)

Picture 32. Opening of powtoon comic in describing novel

Beside of that, the following section was comic section that described novel where comic section of describing novel was designed using art, such as comic characters and music. It was adopted from suggestopedia where the media was designed using art that made students felt comfortable in learning

descriptive text of describing novel. According to Lezanov (2005), Suggestopedia was claimed as learning method that created enjoyable learning<sup>114</sup>.

Furthermore, the first slide of comic section was prologue to inform students about the descriptive text story in the comic of describing novel. It had two comic characters, Dina and Fanny. Dina lost her favorite novel, she met Fanny when she looked for the novel. Dina tried to inform Fanny about her novel characteristics. Those were comic section examples of describing novel:



(a)

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<sup>114</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7





(b)



(c)

IAIN JEMBER



(d)

Picture 33. Comic series in powtoon comic

Furthermore, comic series motivated students to learn reading a descriptive text because it entertained students supported by music as back sound. Comic series also recalled students' prior knowledge about novel that helped them to comprehend descriptive text of novel, according to Grant, the objectives of teaching reading was to develop students' basic comprehension skills where they could read and understand the text<sup>115</sup>.

Beside of that, the way to operate powtoon comic of describing thing needed other technological tools, such as laptop, LCD or projector and sound. Teacher or educator had to stop or pause the comic video, comic series had long conversation where students would be difficult to read because powtoon comic instructional media run too fast. Therefore, it required teacher to pause powtoon comic video when students did not finish reading.

<sup>115</sup> Mohammad Abrorul Faqih, "Improving Reading Comprehension Ability, Through Numbered Head Together (NHT) Technique at the Tenth Grade Students of SMK Almaarif Malang" (thesis, University of Islam Malang, 2018), 14

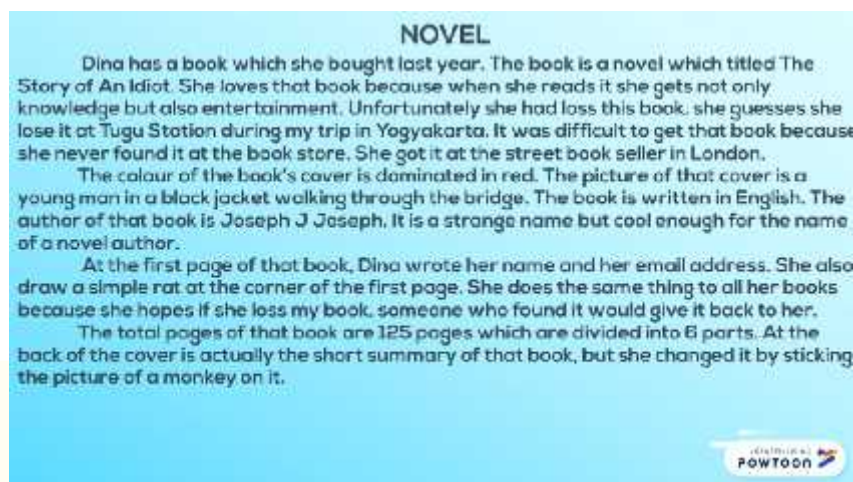
Furthermore, powtoon comic of describing thing completed course book where powtoon comic provided descriptive text of animal materials that were not provided by course book, such as comic series, vocabulary of physical and personality appearance, and animal quiz. Unfortunately, course book only provided material, text and exercises of descriptive text, so powtoon comic instructional media was needed by students as authentic media in the learning process. According to Jeremy Harmer in *How to Teach English* book, media technology could complete course book if the lesson was rather boring or difficult to be understood by students<sup>116</sup>.

As a result, students at X MIPA 1 were enthusiast to read comic series of describing novel in powtoon comic because most of them liked comic. Besides, this was the first time for them to use comic as instructional media for teaching reading where commonly they used picture or reading text as the instructional media of learning reading.

Henceforth, the next section was descriptive text of novel where it was designed to be used for students' of tenth grade in SMAN 4 Jember. Based on the try out conducted in validating stage, most of students were able to understand the text. Moreover, students had read comic series of describing novel. The following picture was picture in descriptive text of novel.

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<sup>116</sup> Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2007), 146



Picture 34. Descriptive text of novel

Furthermore, the teaching theory of novel descriptive text was intensive reading because it required students to learn in detail about linguistic system, such as descriptive text structures, vocabulary and grammatical usage. H. Douglas Brown stated that intensive reading made students focused on linguistic or semantic of the text<sup>117</sup>. So, teacher taught students using intensive reading to help students in understanding the literacy meaning of the text because students analysed the linguistic in detail. Commonly, intensive reading used in teaching reading, it also used in the try out powtoon comic of describing novel, so students could understand about descriptive text structure, grammar usage and vocabulary in novel descriptive text.

Besides, the reading theories used in reading novel descriptive text were bottom up and top down of Brown. Based on Brown's statement, bottom up required students to recognize linguistic signals, such as words or

<sup>117</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 373

vocabulary and grammatical usage<sup>118</sup>. So, students used their prior knowledge of language system to analysed novel descriptive text. Top down was reading using prior knowledge as the basic to understand the text, according to Lauren Stephenson and Barbara Haold, top down was reading process of guessing meaning with background knowledge that was obtained before reading process<sup>119</sup>. The background knowledge of novel descriptive text was obtained by students in comic series. Researcher did not use interactive reading theory because it combined between both bottom up and top down theory where students at tenth were difficult to combine both theories.

As a result, bottom up and top down affected in teaching reading, it was written in *Teaching by Principle, An Interactive Approach to Language Pedagogy, Third Edition* by H. Douglas Brown that both theories affected teaching reading because students' understanding about the descriptive text of novel depended on bottom up and top down theories that were used by students in reading<sup>120</sup>.

Furthermore, the teaching strategy and reading theory used in powtoon comic descriptive text of novel made most of students at X MIPA 1 at SMAN 4 Jember understand about the descriptive text easily. Moreover, comic series of describing novel told students about descriptive text of novel where comic series described the novel based on the text.

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<sup>118</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358

<sup>119</sup> Lauren Stephenson, Barbara Haold, "Elements in The Teaching of Reading", *Teachers Learners and Curriculum*, 4 (2009), 15

<sup>120</sup> H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 357

Besides, tasks of describing novel showed after the descriptive text that had eight questions should be answered by students correctly. The tasks consisted of general and specific information of novel descriptive text, the task designed based on concept and tasks analyses. Students had to use reading theory to answer the tasks.

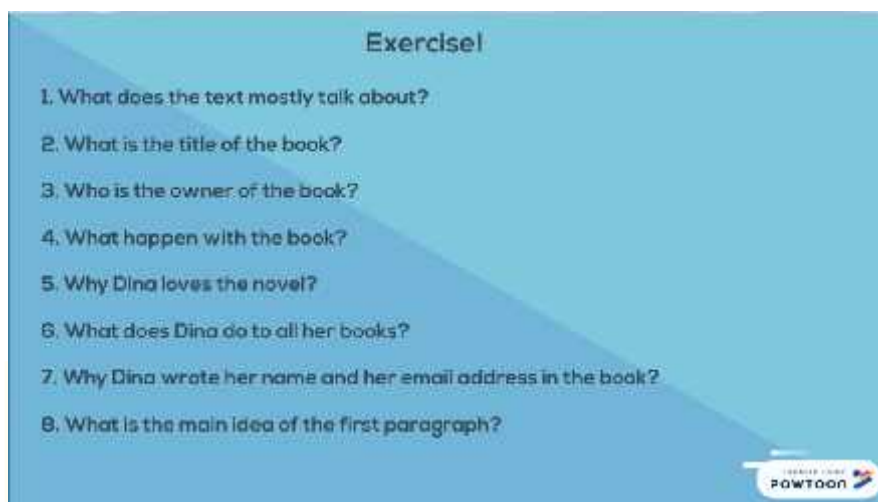
Furthermore, Teaching reading strategy to answer the tasks based on Brown were Identifying the purpose in reading, skimming for main ideas, scanning to get specific information, and using efficient silent reading technique<sup>121</sup>. The first step, students should identify the purpose of reading, teacher should ensure that students knew the purpose in reading. Skimming and scanning theories were important to answer the reading tasks, according to Brown, skimming was reading a whole of the text quickly while scanning was reading important part of the text<sup>122</sup>. The way to use skimming and scanning for tasks answers is skimming for main ideas used to look for task answer about general content of the text while scanning used to obtained task answer about specific information that was needed by the task.

Thus, Students would find the answer quickly when they used skimming and scanning theory, it was proven in the try out activity of powtoon comic instructional media at X MIPA 1 of SMAN 4 Jember where students used skimming and scanning. As a result, students could answer the tasks of novel text quickly and correctly. Students would show their answer while teacher or educator corrected their answer.

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<sup>121</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 366

<sup>122</sup> Ibid, 366



Picture 35. The tasks of novel

Furthermore, powtoon comic of describing novel showed descriptive text of thing material, such as adjectives for describing object to inform students about adjectives for describing object obtained from website, it helped them in describing thing. Unfortunately, powtoon comic of describing thing could not show all materials of descriptive text because powtoon application had time limitation, designer could not design powtoon comic more than 3 minutes.

Therefore, teacher had to use blended learning that explained descriptive text of thing material without using technology, it called as blended learning because teacher taught students using powtoon comic instructional media and face-to-face learning. According to Barbara Allan, blended learning was the use of different internet-based tools to support a



traditional course<sup>123</sup>. Husamah also stated that blended learning helped to reach the objective of learning maximally<sup>124</sup>.

Therefore, researcher used blended learning to transfer descriptive text materials to students in the try out of powtoon comic of describing novel where powtoon comic did not provide them those materials. Blended learning helped students to obtain descriptive text material maximally.



Picture 36. Adjectives for describing objects

Beside of that, powtoon comic of describing novel also consisted of ‘describing room’ game inspired by ‘remembering objects’ game in *Multiple Intelligences in EFL* book by Herbert Puchta and Mario Rinvolucri<sup>125</sup>. It described room situation that showed in the slide. The game trained students to describe thing using adjective for describing objects, it was also

<sup>123</sup> Allan Barbara, *Blended Learning: Tools for Teaching and Training*, (London: Face Publishing, 2007) 4

<sup>124</sup> Husamah, *Pembelajaran Bauran (Blended Learning)*, (Malang: Prestasi Pustaka Publisher, 2014), 23

<sup>125</sup> Herbert Puchta, Mario Rinvolucri, *Multiple Intelligences in EFL*, (Cambridge: Helbling Languages, 2005), 103



implemented at X MIPA 1. As a result students could describe the room situation by using adjectives for describing objects.

Thus, descriptive text of place, person, animal and thing were designed using powtoon comic as instructional media for teaching reading a descriptive text at X MIPA 1 of SMAN 4 Jember that consists of 34 students. Powtoon comic instructional media consisted of comic section and material section, those sections were suited for the tenth grade students. Powtoon comic instructional media was compatible instructional media for teaching reading a descriptive text because it was attractive media. The attractiveness of powtoon comic descriptive text was the comic series. Based on the students' responses in the try out result of powtoon comic, students were motivated to learn descriptive text because the instructional media provided comic series that were able to move, it also attracted students' interest in powtoon comic instructional media.

Besides, teaching using powtoon comic instructional media made students enjoy learning reading because the instructional media was designed using art, such as comic series and music as back sound that made students enjoy the teaching and learning process. Teaching using art or suggestopedia based on Lezanov theory (2005) that could create enjoyable and comfortable learning<sup>126</sup>. Therefore, most of students liked using powtoon comic instructional media seen in students' responses.

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<sup>126</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7

Accordingly, reading a descriptive text in powtoon comic instructional media adopts Brown's reading theories, such as bottom up and top down, it helps students understand the descriptive text<sup>127</sup>. Researcher does not use interactive reading theory because it is difficult to combine both bottom up and top down theory for tenth grade students. Moreover, interactive reading theory commonly used by intermediate and advanced reader but students at X MIPA 1 of SMAN 4 Jember are still elementary readers.

Furthermore, the way to answer task section uses Brown's skimming and scanning theory<sup>128</sup>. Students are able to answer the tasks correctly without spending much time, it was proven in the try out activity that most of students could answer the tasks of descriptive text correctly in short time using skimming to search general information for tasks answer and scanning to search specific information for tasks answer.

Besides, teaching reading a descriptive text in powtoon comic instructional media also adopted from Brown's teaching reading strategy, those were identifying the purpose of reading, skimming for main ideas, scanning to obtain specific information and using efficient silent reading. So, powtoon comic instructional media becomes effective and efficient because of reading theory by Brown.

Unfortunately, powtoon comic instructional media could not show descriptive text of place, person, animal and thing completely because it had

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<sup>127</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, ( Francisco: Pearson Longman, 2007), 358

<sup>128</sup> *Ibid*, 366

time limitation. Therefore, blended learning was used to overcome the problem where students used powtoon comic and face-to-face learning to explain descriptive text about place, person, animal and thing material maximally.

Beside of that, powtoon comic instructional media was designed using work log as the instrument to maximize powtoon comic revision. Powtoon comic validated using try out and observation as external validation while English teacher and advisor comments and suggestions as internal validation<sup>129</sup>.

As a result, Powtoon comic instructional media for teaching reading a descriptive text is attractive media because it is supported by comic sections that are able to move where it is completed by music as back sound that create students' imagination. While previous research conducted by Khafidhoh that developed pop up media for teaching English reading provides students or users pop up material in form of a book. It is interesting media where students are able to learn reading using pop-up book. Pop up media is designed using traditional media while powtoon comic is designed using traditional and modern media.

Besides, Efriliana Nurhidayati conducted research of developing English interactive learning media for seventh grade students. Powtoon comic and English interactive learning media was designing and developing media using technology. English interactive learning media consisted of English

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<sup>129</sup> Rita C. Richey, James D. Klein, *Designing and Development Research Methods, Strategies, and Issues*, (London: LEA, 2007), 67

materials that were designed using application where students just needed to click menu on the screen while it had music instrument<sup>130</sup>. powtoon comic created more enjoyable and comfortable learning because it is designed using digital comic that can move while music as the instrument<sup>131</sup>.

Furthermore, English language learning instruments using audio based media was research conducted by Sugeng Susilo Adi that created audio instrument for learning English. It was different from powtoon comic instructional media where it provided students or users not only audio but also visual media for teaching and learning reading.

As a result, powtoon comic instructional media for teaching reading a descriptive text was more compatible media for learning English especially reading compared with three previous researches. Moreover, powtoon comic instructional media obtained positive responses from students and English teacher.

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<sup>130</sup> Efriliana Nurhidayati, "Developing English Interactive Learning Media for Students at Grade VII of SMPN 8 Yogyakarta", 2011, *thesis*, 60

<sup>131</sup> Anni Jumerin, "The Effectiveness of Using Suggestopedia Method toward The First Grade Students Motivation in Learning English at SMAN 5 Sidrap", 2017, *Thesis*, 7

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research has a purpose to design and develop powtoon comic instructional media for teaching reading a descriptive text in describing place, people, animal and thing. The research is powtoon comic instructional for teaching reading a descriptive text developed using D&D research with four stages follows Richey & Klein (2007) and Alessi & Trollip (2001) model, such as planning, designing, developing and validating. The result of planning is the material of descriptive text, the users are students at X MIPA 1 of SMAN 4 Jember that consists of 34 students. Planning stage also determines the collection source. In designing stage develops material obtained in planning stage. While developing stage is producing the powtoon comic instructional media. Furthermore, validating conducted to validate powtoon comic instructional media by conducting try out, observation and interview. The result of the try out obtains positive responses from students about the media while the observation also obtains positive note of students' reaction during the try out because students were enthusiast and focused in the powtoon comic instructional media. Besides, the advisor and English teacher shows comments and suggestions about powtoon comic instructional media. Furthermore, revision conducted twice based on the external and internal validation.

As a result, powtoon comic instructional media is compatible instructional media for teaching reading a descriptive text at the tenth grade of SMAN 4 Jember because students' positive responses in powtoon comic where students are more enthusiast to learn reading. Besides, powtoon comic instructional media makes students understand about descriptive text easily, they focus on the learning process. The teaching process is more effective because teaching reading using powtoon comic complete with theory and strategy in teaching reading, such us silent reading, intensive reading, bottom up, top down, skimming and scanning. It also covers the following purposes in teaching reading such as: first is obtaining better achievement, second is effective learning in reading, third is fostering students' concentration while reading, and fourth is blended learning.

### **B. Suggestion**

The result figures out that powtoon comic instructional media motivates students in learning reading a descriptive text. Therefore, researcher wants to give suggestion to the teacher that the use of powtoon comic instructional media needs blended learning method because powtoon comic instructional media does not include complete material of descriptive text. It is also able to be implemented in teaching reading a descriptive text.

### **C. Recommendation**

Further researcher may conduct research of powtoon comic instructional media using experimental research design or analysis research at tenth grade students to obtain another responses from users or students.

Besides, further research may analyse powtoon comic instructional media to ensure or prove that powtoon comic instructional media is compatible media for teaching reading a descriptive text or conduct further research in the form of experiment



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IAIN JEMBER

**MATRIX OF RESEARCH**

Title	Variable	Sub Variable	Indicator	Source of Data	Research Design	Research Question
Designing powtoon comic instructional media for teaching reading a descriptive text: a case study at SMAN 4 Jember	<ol style="list-style-type: none"> <li>Powtoon instructional comic media</li> <li>Teaching reading</li> </ol>	<ol style="list-style-type: none"> <li>TELL</li> <li>Instructional media in EFL</li> <li>The nature of teaching reading</li> </ol>	<ol style="list-style-type: none"> <li>Advantages of TELL</li> <li>Disadvantages of TELL</li> <li>Media using TELL</li> <li>Technology in EFL class</li> <li>Powtoon comic completing course book</li> <li>The way to use powtoon comic in reading</li> <li>The advantages of powtoon comic in reading.</li> <li>The disadvantages of powtoon comic in reading</li> <li>Purpose of teaching reading</li> <li>The</li> </ol>	<ol style="list-style-type: none"> <li>Primary data source                             <ol style="list-style-type: none"> <li>Students</li> <li>English teacher</li> </ol> </li> <li>Secondary data source                             <ol style="list-style-type: none"> <li>Documentation</li> <li>References</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Design and Development (D&amp;D) of Rechey &amp; Klein (2007) and Alessi &amp; Trollip (2001) model</li> <li>Data collecting method                             <ol style="list-style-type: none"> <li>Observation</li> <li>Interview                                     <ul style="list-style-type: none"> <li>Head master</li> <li>English teacher</li> </ul> </li> <li>Documentation</li> <li>Work log</li> </ol> </li> <li>Data analysis is descriptive</li> </ol>	<ol style="list-style-type: none"> <li>How is the designing and developing powtoon comic instructional media for teaching reading a descriptive text?</li> <li>How is the compatibility of powtoon comic instructional media for teaching reading a descriptive text?</li> </ol>

			<p>procedures of teaching reading</p> <p>3. Aspects affect in teaching reading</p>		
		2. Theory of reading	<p>1. Bottom up</p> <p>2. Top down</p> <p>3. Interactive</p> <p>4. Skimming</p> <p>5. Scanning</p>		
		3. Strategy of reading	<p>1. Intensive</p> <p>2. Extensive</p> <p>3. Silent reading</p> <p>4. Suggestopedia</p> <p>5. Blended learning</p>		
		4. Text type	<p>1. Descriptive text</p>		

### Guided Instrument for Interviewing English Teacher

1. What is your opinion about powtoon comic instructional media for teaching reading a descriptive text?
2. What is your opinion about implementing powtoon comic instructional media for tenth grade students?
3. How is the attractiveness of powtoon comic instructional media?
4. Is powtoon comic instructional media able to motivate students in learning?
5. What do you think about the lay out that is used in powtoon comic instructional media?
6. What do you think about dialogues used in the conversation of each character?
7. What is your opinion about the content of powtoon comic instructional media?
8. What do you think about the texts that are used in powtoon comic instructional media?
9. What do you think about the grammar usage in powtoon comic instructional media?
10. What do you think about vocabulary in powtoon comic instructional media?
11. What is your opinion about learning method that is used in powtoon comic instructional media?
12. What do you think about descriptive text material in powtoon comic instructional media?
13. What do you think about the exercise in powtoon comic instructional media?
14. Is it worthy to use in SMAN 4 Jember? Why?

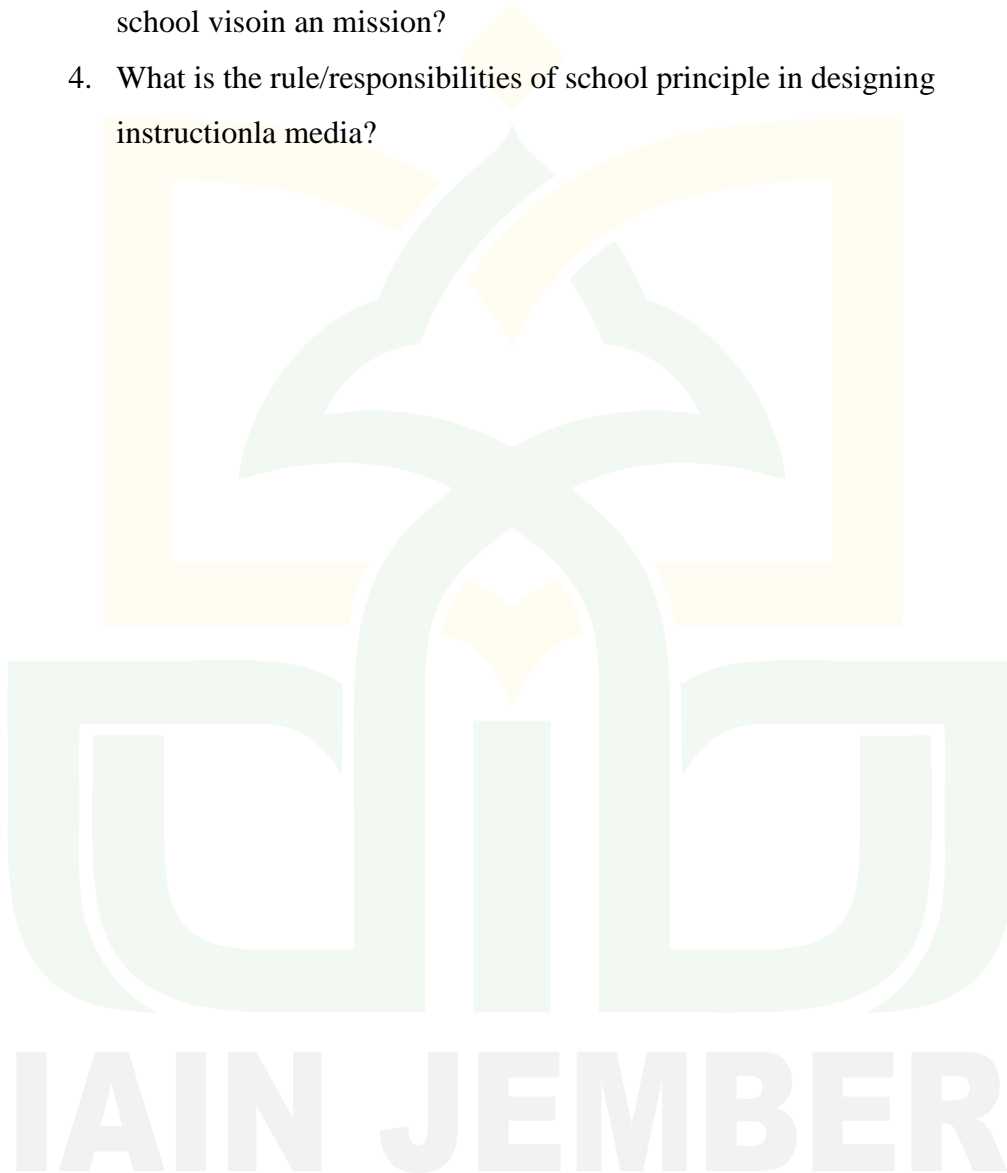
Comments	
Suggestions	



## Appendix 3 Guided line for interviewing

### Interviewing HaedMaster

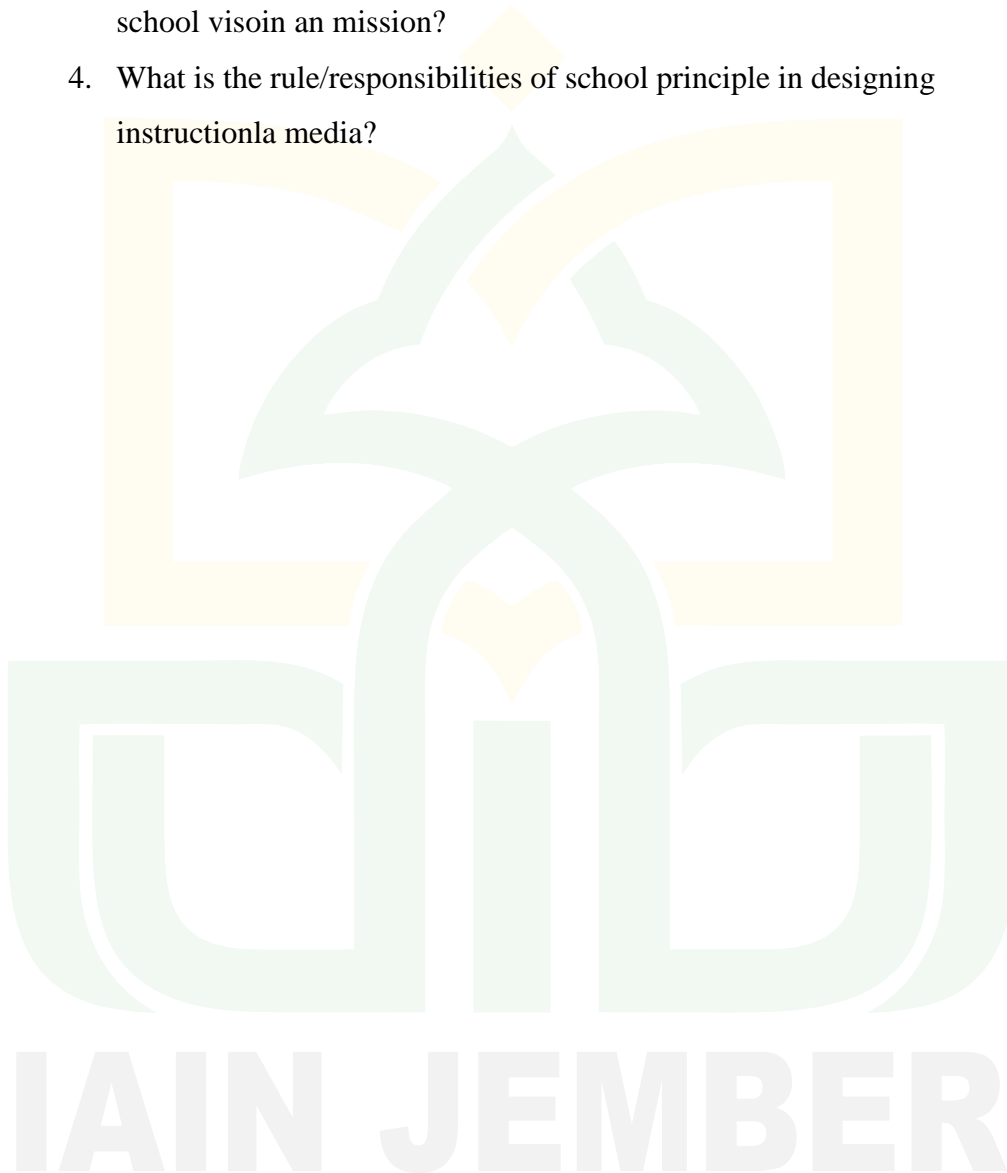
1. What is your opinion about technology in students' life?
2. What is your opinion about technology as instructional media?
3. What do you think about designing instructional media in relation with school visoin an mission?
4. What is the rule/responsibilities of school principle in designing instructionla media?



## Appendix 3 Guided line for interviewing

### Interviewing HaedMaster

1. What is your opinion about technology in students' life?
2. What is your opinion about technology as instructional media?
3. What do you think about designing instructional media in relation with school visoin an mission?
4. What is the rule/responsibilities of school principle in designing instructionla media?





#### **Appendix 4** Transcript of interviewing headmaster

Moh. Edi Suyanto, *interview*, Jember, 4th February 2019

Researcher: *Assalamu'alaikum pak, boleh saya minta waktunya sebentar? saya dari IAIN ingin mewawancarai bapak. Kebetulan saya penelitian disini. Boleh pak?*

Headmaster: *Wa'alaikumsalam oh boleh*

Researcher: *Saya peneliti tentang engadaan media pembelajaran. Medianya tentang teknologi.*

Headmaster: *Teknologi itu kan macem-macem.*

Researcher: *Ya teknologi itu termasuk hp, trus gadget gitu pak, laptop, dan sebagainya.*

Headmaster: *Berarti alatnya ya? Bukan aplikasinya?*

Researcher: *Ya aplikasi yang nantinya diimplementasikan melalui teknologi itu pak.*

Headmaster: *Oh....*

Researcher: *Jadi, bagai mana menurut bapak teknologi dalam lingkungan pendidikan terutama impeknya kepada siswa gitu pa?*

Headmaster: *Ya tentu ya sangat dituntut karna diwajibkan didalam pembelajaran itu memanfaatkan berbagai teknologi perkembangan teknologi. jadi mau tidak mau ya, mau tidak mau pembelajaran mengikuti perkembangan teknologi*

Researcher: *Ya. Apakah pendapat bapak tentang keterkaitan hubungan antara pengadaan media pembelajaran dengan visi misi sekolah?*

Headmaster: *Ya sangat terkait. Visi itukan adalah sebuah apa namanya cita-cita kedepan ya. Jadi untuk, untuk a... mewujudkan apa itu yang sudah menjadi kesepakatan waka sekolah dalam bentuk dalam bentuk*

*perwujudan misi kan tentu tidak hanya ditentukan oleh manusianya saja tetapi juga lingkungannya lingkungan hidup kan ada juga teknologi yang dimanfaatkan. Zaman sekarang ini kan zaman era teknologi, mau tidak mau ya harus memanfaatkan secara optimal perkembangan apa teknologi yang ada itu supaya tidak menjadi sekolah yang tertinggal karna anak-anak sekarang itu belajarnya tidak lepas dari teknologi yang ada*

Researcher: *Apakah kebijakan sekolah tentang pengadaan media pembelajaran pak?*

Headmaster: *Apa kebijakannya?*

Researcher: *Ya pak*

Headmaster: *Ya kebijakannya sekolah menyediakan memfasilitasi agar terpenuhi standart minimal itu standart minimal a.. SPM ya SPM agar terselenggara pembelajaran yang apa yang yang baik, agar terselenggara pembelajaran yang baik. Ya memenuhi, memfasilitasi kemudian segala kebutuhan untuk proses pembelajaran*

Researcher: *Ya seperti itu ya pak ya. Terimakasih ya pak ya*

Headmaster: *Ya enggeh*

Researcher: *Terimakasih*

Headmaster: *Ya enggeh enggeh*

Researcher: *Maaf mengganggu waktunya pak, assalamu'alaikum*

Headmaster: *Enggeh wa'alaikumsalam*

## Appendix 5 Transcript of interviewing English teacher

Yulianti, *interview*, Jember, 28th January 2019

Researcher: What kind of learning method do you use for teaching reading, especially reading a descriptive text?

Teacher: As a teacher, I usually present some pictures for the students or maybe sometimes I ask students to bring some pictures in what we are going to discuss, for example we are going to discuss about a descriptive text of place, so I ask students to bring some places that they usually...that they know about the place and then I ask them to write about that place

Researcher: How was their expression at that time? Were they happy when you implement it? is it efficient?

Teacher: As long as a... as long as the students decide what place what picture that they use of course they are feeling happy.

Researcher: What is your opinion about using instructional media in teaching reading a descriptive text?

Teacher: Mmmm for me a... I don't use a variety of instructional media, ya because it is only a descriptive text. ya I usually ask the student to read and than the other student correct their pronunciation. So the instructional media that we use only the picture. The picture can be in a piece of paper or maybe it can be in a... what is.... ppt or may be some videos. What place is it? What animal is it and I ask student to describe

Researcher: So how if in your opinion, is instructional media important?

Teacher: A.... maybe it depends on to the topic that we are going to discuss ya. If we are going to discuss about descriptive text, it is very important because before the students knowing information about the text they have already known from the picture.

Researcher: What kind of instructional media mostly used in teaching reading at tenth grade? Is it only picture or maybe you use another media?

Teacher: Yes pictures and video. The most appropriate media for descriptive text

Researcher: What is your opinion about technology as instructional media in teaching reading?

Teacher: For reading in any kind of text?

Researcher: Yes. In any kind of text

Teacher: I think it is important. For example I discuss about the explanation text, maybe I can present about a video about the tsunami ya, maybe if I want to describe not describe. Maybe if I want to discuss about a... procedure text, maybe I need some videos about how to make. The most appropriate for reading maybe pictures and videos.

Researcher: Did you ever use technology as instructional media in teaching English, except ppt?

Teacher: If I'm going to teach about the expression, for the example people expression, of course I use I will present some dialogues in video and than I ask students to a... what comprehend what is it about. So the media like videos that is used in teaching expression the text ya except grammar I think.

Researcher: What do you think, in reading usually students problem is about the meaning. So what do you think about digital dictionary?

Teacher: I'm not allowed my students using digital dictionary but I ask them to bring print out dictionary. Because in digital a dictionary sometimes the meaning is not appropriate. So, I ask them to use a good dictionary

Researcher: Did you ever design any kind of technology for teaching English?

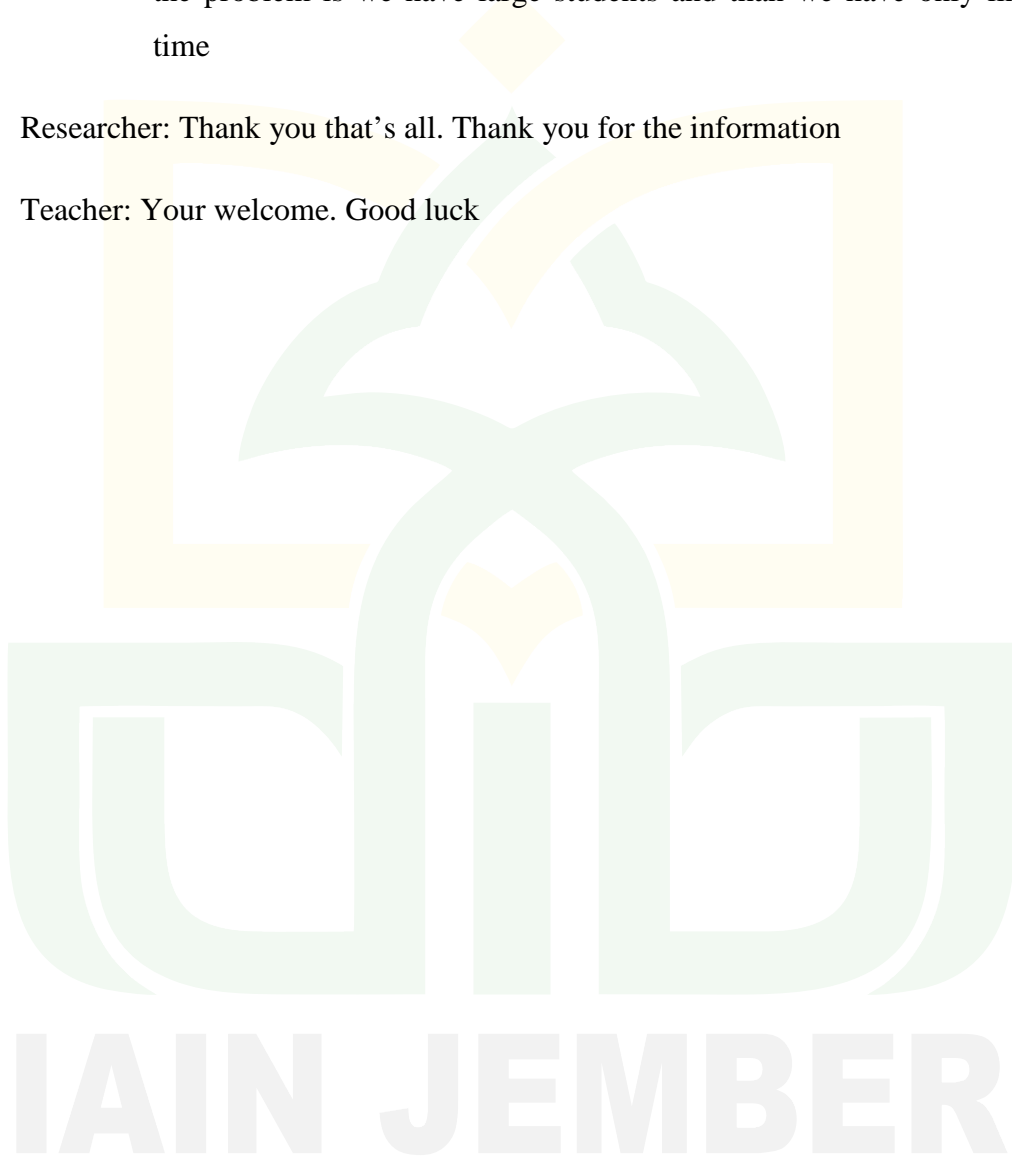
Teacher: The media?

Researcher: Yes. Media using technology for teaching. did you ever design:

Teacher: Recording something like that? When I'm teaching about the interview the topic is about interview, I ask them to make interview and then I make recording about the interview. Sometimes I use skyping, video call. The interview using skyping but I think it is not effective because the problem is we have large students and than we have only limited time

Researcher: Thank you that's all. Thank you for the information

Teacher: Your welcome. Good luck



## Appendix 6 Transcript of interviewing student A

Desta, *interview*, 28th January 2019

Researcher: What is your name?

Desta: My name is Desta riski amalia

Researcher: Okay I will call you desta

Desta: Yes

Researcher: Okay, let's step to the first question What do you think about about the way your English teacher teach you?

Desta: It is so fun and I like because *gampang sih ngajarnya mudah dipahami. Terus habis itu* and miss Yuli when teach is so *ya enak gitu*

Researcher: How does your teacher teach you in reading?

Desta: *Ya?*

Researcher: Special in reading. reading descriptive text of place, person, animal or thing. How did she teach you? You like it or not? Why?

Desta: I like when miss yuli teach me because *kalo miss yang ngomong keras suaranya jadi mudah paham terus... and miss yuli itu di tulis di apan gitu trus di jelaskan generic structure nya. Trus miss yuli itu bilang, ini dicari perkelompok-perkelompok gitu .*

Researcher: What do you think about using instructional media in English class? using media in class, media embelajaran in English, what do you think? It is important or not?

Desta: It is good

Researcher: Is it important?

Desta: Ya

Researcher: Why?

Desta: Because *kalo misal gg ada media embelajaran kan kita gak paham*

Researcher: What kind of instructional media used by your English teacher in teaching reading a descriptive text?

Desta: Phone, book.

Researcher: Phone?

Desta: Yes

Researcher: How did she teach you using phone?

Desta: Search about information, generic structure and she use ppt, book, *kadang* picture

Researcher: From those media, which one do you like?

Desta: Phone

Researcher: Phone? Why?

Desta: Because phone is so....

Researcher: Do use it for chatting?

Desta: Yes. I get large information easily also

Researcher: What is your opinion about using technology as instructional media for learning English?

Desta: In my opinion, *menurut saya itu kalo hp dibuat media pembelajaran kurang baik because itu kadang gak digunakan sebagai media embelajaran. Tapi dibuat chattinganm main game. jadi, misal kelompok A, satu using phone kadang yang lain kamu aja deh yang nyari aku gak usah. Jadi yang satu paham yang satunya gak.*

Researcher: Do you like technology is becoming media for learning reading? why?

Desta: Like, *setengah-setengah*

Researcher: 50\50? Do you want technology to be the media of learning reading?  
why?

Desta: 50/50 because *salah satunya pasti penting untuk memenuhi gitu. Nanti misal kita make ppt tuh kita materinya kan dari buku jadi misal gg ada buku ya giman gitu*

Researcher: Ok. Thank you desta





## Appendix 7 Transcript of interviewing student B

Bintang, *interview*, 28th January 2019

Researcher: Okay, let me know your name. What is your name?

Bintang: You can call me bintang or maulana

Researcher: May I call you bintang?

Bintang: Yes

Researcher: What do you think about about the way your English teacher teach you?

Bintang: Mmm.. I think my English teacher *ngajarnya enak*

Researcher: Why you say that?

Bintang : Because *ngajarnya itu sampe mendalam gitu, sampe ke akar-akarnya.*

Researcher: Any other reason? Only that? So means clear explanation ya?

Bintang: Yes

Researcher: How does your teacher teach you in reading?

Bintang: The same

Researcher: Deep explanation also?

Bintang: Yes

Researcher: What do you think about using instructional media in English class? important or not?

Bintang: Not very much

Researcher: Why?

Bintang: In this class we don't have LCD

Researcher: Only that? Is there another reason maybe?

Bintang: Nothing

Researcher: So that is the problem? What kind of instructional media used by your English teacher in teaching reading a descriptive text?

Bintang: Book, dictionary, whiteboard and internet

Researcher: What kind of instructional media you like that is used by your teacher? Why?

Bintang: I like white board

Researcher: Do you like white board? Why?

Bintang: Yes, because I can more focus

Researcher: Okay. You can more focus. What is your opinion about using technology as instructional media for learning English? Is it good or not?

Bintang: Not very much.

Researcher: Not very much. Why?

Bintang: I like traditional media

Researcher: What is the reason?

Bintang: Because it's simple

Researcher: Did your English teacher ever use technology to teach reading? what was that?

Bintang: Phone

Researcher: Do you like technology is becoming media for learning reading? why?

Bintang: Not very much. It is complicated

Researcher: Why you say that?

Bintang: It is not efficient because tidak semua nak punya internet gitu miss.  
Jadi kasian yang gg punya internet miss.

Researcher: You like traditional media because it is simple and you will understand ya. Okay. Thank you bintang.



## Appendix 8 Transcript of interviewing student C

Bagus, *interview*, 28th January 2019

Researcher: Hallo. Good morning

Bagus: Good morning miss

Researcher: How do I call you? What is your name?

Bagus: My name is bagus

Researcher: What do you think about about the way your English teacher teach you?

Bagus: He is so enjoy, he keeps smile, he do everything that I love

Researcher: Really? She is enjoying

Bagus: She always smile

Researcher: She always smile. Do you like her smiling?

Bagus: Yes I like it

Researcher: It is more specific. How does your teacher teach you in reading?

Bagus: She teaches us in reading by exchanging the reader

Researcher: Exchaging the reader?

Bagus: Yes, he choose the text and he order student to stand up and read it carefully and change by change

Researcher: What do you think about using instructional media in English class?

Bagus: I think it is so meaningful and it can help the teacher to teach students

Researcher: Does it also help students?

Bagus: Yes of course of course

Researcher: What kind of instructional media used by your English teacher in teaching reading a descriptive text?

Bagus: Laptop, monitor, keyboard, LCD, etc

Researcher: What kind of instructional media you like that is used by your teacher? Why?

Bagus: Mm Laptop laptop. Able watching video, movie

Researcher: What is your opinion about using technology as instructional media for learning English?

Bagus: Pardon, can you repeat it?

Researcher: What is your opinion about using technology as instructional media for learning English?

Bagus: It is very important to increase the students' skill also the way teacher can express their personality in teaching also ya.. ect

Researcher: Did your English teacher ever use technology to teach reading? what was that?

Bagus: Sometimes

Researcher: Do you like technology is becoming media for learning reading? why?

Bagus: I like because follow by the era in the new civilization we can see the modern things are appearing and of course it will surely attract the students and force students to upgrade it in every aspect of life

Researcher: Do you want technology to be the media of learning reading? why?

Bagus: Yes I expect it

Researcher: Can you give me specific reason?

Bagus: For the reraly students, it brings a... an enjoy condition and also situation so they can enjoying their study as well as possible

Researcher: Okay thank you for your nice opinion

Bagus: Okay



## Appendix 9 Transcript of interviewing

Abel, *interview*, 6th January 2019

Researcher: Ok Abel, for the first what do you think about about the way your English teacher teach you?

Abel: Freindly, *mudah dipahami, suaranya juga keras jelas*

Researcher: What do you think about using instructional media in English class, is it important?

Abel: Proyector?

Researcher: Yes. Everything such as proyector, flash card or picture. Is it important for students?

Abel: Yes. *Karna kalo itu mudah dipahami, mudah di mengerti gitu lagian juga menarik*

Researcher: What kind of instructional media used by your English teacher in teaching reading a descriptive text?

Abel: Proyector, LKS, picture

Researcher: From those media, which instructional media you like? Why?

Abel: *Ada gambarnya, mudah dipahami*

Researcher: Do you like picture?

Abel: Yes picture.

Researcher: Why?

Abel: *Menarik*

Researcher: Did your English teacher ever teach you using technology kecuali that u mentioned just now? what was that?

Abel: LKS

Researcher: Do you like technology is becoming media for learning reading?  
why?

Abel: Proyektor?

Researcher: yes, such as gadget

Abel: Yes. *Karena kalau tidak ada d buku bisa nyari di internet.*





## Appendix 10 Student's Responses of try out 1

### STUDENTS' RESPONSES

Date 30 January 2019  
Name ERJUELLES ABELLITA  
Institution SMA N. A. JEMBER

#### Guiding questions:

1. Is powtoon comic instructional media handy and easy to follow? Yes, it is
2. What major problems that are faced in the process of using powtoon comic instructional media?  
Vocabulary

3. What did you do when some parts could not be understood, e.g. did the you ask to other students or teacher? I ask to teacher
4. How is the attractiveness of powtoon comic instructional media? in picture animation
5. What is your reaction after using powtoon comic? I happy and I like it
6. Is the instructional media easy to use or need some training? easy to use
7. Was the time used to make the materials enough or the program was too long? enough
8. Is powtoon comic instructional media able to motivate students in learning? yes, because it's complete

### STUDENTS' RESPONSES

Date 30-1-2019  
Name Beta amelia anggraeni  
Institution SMA N. A. JEMBER

#### Guiding questions:

1. Is powtoon comic instructional media handy and easy to follow? yes, it is
2. What major problems that are faced in the process of using powtoon comic instructional media?  
when we not understood mean each words and understanding picture

3. What did you do when some parts could not be understood, e.g. did the you ask to other students or teacher? of course I ask to teacher
4. How is the attractiveness of powtoon comic instructional media? is picture that attractad
5. What is your reaction after using powtoon comic? I feel happy and I like it
6. Is the instructional media easy to use or need some training? easy to use
7. Was the time used to make the materials enough or the program was too long? enough
8. Is powtoon comic instructional media able to motivate students in learning? yes, because it complete that picture and various colour. I prefer to read powtoon comic because it's easy

## Appendix II Student's Responses of try out 2

### STUDENTS' RESPONSES

Date 6 February 2019  
 Name ERUWELLE ABELLITA  
 Institution SMAN 4 JEMBER

Guiding questions:

1. Is powtoon comic instructional media handy and easy to follow? Yes, I easy to follow it
2. What major problems that are faced in the process of using powtoon comic instructional media?  
fairly

3. What did you do when some parts could not be understood, e.g. did the you ask to other students or teacher? I ask to teacher

4. How is the attractiveness of powtoon comic instructional media? in picture and colour
5. What is your reaction after using powtoon comic? I'm very happy because I can study
6. Is the instructional media easy to use or need some training? easy to use
7. Was the time used to make the materials enough or the program was too long? enough
8. Is powtoon comic instructional media able to motivate students in learning?  
Yes, because student can understand better because there is a picture and easy to understand.  
descriptive text with easy.

### STUDENTS' RESPONSES

Date Feb, 6<sup>th</sup> 2019  
 Name Bagus Wirman . K  
 Institution SMAN 4 Jember

Guiding questions:

1. Is powtoon comic instructional media handy and easy to follow? Yes, it is
2. What major problems that are faced in the process of using powtoon comic instructional media?  
The students are difficult to give the

meaning of every paragraph

3. What did you do when some parts could not be understood, e.g. did the you ask to other students or teacher? I ask it to the teacher

4. How is the attractiveness of powtoon comic instructional media? It supplies a fun video
5. What is your reaction after using powtoon comic? Feel better
6. Is the instructional media easy to use or need some training? it is easy
7. Was the time used to make the materials enough or the program was too long? The time is enough
8. Is powtoon comic instructional media able to motivate students in learning? Yes, it is

## Appendix 12 Field note of observation in try out 1

Observation, X MIPA 1, 30th January 2019

1. Students are confused about powtoon comic instructional media
2. After researcher explain about powtoon comic, students feel curious.
3. The process of try out or watching powtoon comic video
  - Students pay attention to the powtoon comic
  - Students are enthusiast in watching powtoon comic video
  - Students ask to teacher or other student when they do not understand about powtoon comic video
  - Students ask to pause the video when it runs too fast for them.
4. After the try out or watching powtoon comic video
  - Students understand about descriptive text
  - Students understand the mean of the powtoon comic video
  - Students are able to answer the exercises



## Appendix 13 Field note of observation in try out 2

Observation, X MIPA 1, 6th February 2019

1. Students are more excited to watch the video
2. The process of try out or watching powtoon comic video
  - Students are active to ask about descriptive text that they do not understand
  - Students are more enthusiastic in watching powtoon comic
  - Students are happy to watch the comic that exist in powtoon comic
  - Students pay attention on the video
3. After try out or watching powtoon comic video
  - Students understand well about descriptive text
  - Students understand the content of the video
  - Students are excited to answer the tasks
  - Students are able to answer the exercises correctly



## Appendix 14 Work log

### WORK LOG OF PLANNING

No	Activity	Tools/Sources used	Reaction	Field Note
1	Check			
	Curriculum	Curriculum 2013/K13	✓	-
	Syllabus			
	Level	X Grade of Senior High School	✓	X MIPA 1 students of SMAN 4 Jember
	Time	2x40 or 80 minutes	✓	-
	Competence	3.7 and 4.8	✓	-
	kinds of text	Descriptive text	✓	-
2	Material mapping	<ul style="list-style-type: none"> <li>- Descriptive text about place</li> <li>- Descriptive text about person</li> <li>- Descriptive text about animal</li> <li>- Descriptive text about thing</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Prambanan temple</li> <li>- Michael Jordan</li> <li>- Describing panda</li> <li>- Describing novel</li> </ul>
		<ul style="list-style-type: none"> <li>- Material of describing place</li> <li>- The Definition: Descriptive text is a text that describes a particular person, place, animal or thing.</li> </ul>	✓	-

1	2	3	4	5
		<ul style="list-style-type: none"> <li>- The Purpose: To describes a characteristic for person, place, or thing in detail.</li> <li>- The Generic Structures</li> <li>- Identification → In this part introduces to the subject of the description</li> <li>- Description → In this part give details of the characteristic features of the subject. It may describe parts, qualities, characteristic, size, physical appearance, habit, daily life, etc.</li> <li>- Language features:</li> <li>- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, monas in Jakarta, Borobudur temple.</li> <li>- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.</li> <li>- The use of simple present tense: The sentence</li> </ul>		

1	2	3	4	5
		<ul style="list-style-type: none"> <li>- pattern used is simple present because it tells the fact of the object described.</li> <li>- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....</li> <li>- Material of describing person</li> <li><b>1.</b> Describing person falls into two categories, those are physical and personality.</li> <li><b>2.</b> Physical is describing about people physical appearance while personality is describing people' characteristic.</li> <li><b>3.</b> The examples of physical appearance are Tall, young, bold, etc while the examples of personality are honest, kind, hard working, etc.</li> <li>- Material of describing animal</li> <li>1. The adjectives of animal: Tall, smooth, spiky, etc</li> <li>2. Animal Part of body: Paws, trunk, claws, etc.</li> <li>- Material of describing thing</li> <li>1. Adjetives for describing object: breakable, casual, special, etc</li> </ul>		<p style="text-align: center;">Extensive and Intensive reading</p>

1	2	3	4	5
		Reading		
		First semester		Senior High School (SMAN 4 Jember)
		Basic competence 3.7 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use	✓	Syllabus of descriptive text for Senior High School used curriculum 2013
3	Designing	Difficulties - Matching between both material and syllabus - Searching suitable learning method for SMAN 4 students at the tenth grade	✓	-
		Obstacles - Finding reference of the materials - The text is too long and difficult to be understood		The texts found are for advanced and bigenners



1	2	3	4	5
		- Finding text for intermediate students		
		Challenge - Determining materials and learning method based on syllabus for the tenth grade students	✓	-
		Weakness - The material of descriptive text (definition, generic structure and language feature) do not exist in the powtoon comic.	✓	-
4	Guide line for users	Teacher DVD - Use laptop or computer to operate it - Click <i>descriptive text</i> - Click <i>open with</i> - Click windows media player - Connect lepton to LCD	✓	- Teacher may use laptop or computer and LCD to operate powtoon comic video in the teaching learning process
		Students Mobile phone		✓ Students operate it in their mobile phone, laptop or computer when

1	2	3	4	5
		<ul style="list-style-type: none"> <li>✓ Copy file video of descriptive text from DVD</li> <li>✓ Click kind of descriptive text (place, person, animal or thing)</li> </ul>		they want to learn descriptive text out side the classroom
5	lesson plan	<p><b>A. Describing place</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> </ul>		

1	2	3	4	5
		<p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video about describing Prambanan temple</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they don't understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes place</li> <li>• Students identify the language feature of the text in describing place</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about Prambana temple that is described in powtoon comic video.</li> </ul> <p><b>3. Post- activity</b></p>		

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play guessing game to ensure students' understanding in describing place.</li> </ul>		
		<p><b>B. Describing Person</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher shows students about personality and physical appearance of person</li> </ul>	✓	✓

1	2	3	4	5
		<p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic that describes Michael Jordan</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes people</li> <li>• Students identify the language feature of the text in describing people</li> </ul>	✓	✓

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about Michael Jordan that is described in powtoon comic video.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play <i>the truth about me</i> to ensure students' understanding in describing people.</li> </ul>		
		<p><b>C. Describing Animal</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of</li> </ul>	✓	✓

1	2	3	4	5
		<p>descriptive text</p> <ul style="list-style-type: none"> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher informs students about part of body and physical appearance of animal</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic video</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video that describes panda</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul>	✓	✓

1	2	3	4	5
		<p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes animal</li> <li>• Students identify the language feature of the text in describing animal</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about pand that is described in powtoon comic.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to do animal quiz.</li> <li>• Teacher and students correct the animal quiz together</li> </ul>		



1	2	3	4	5
		<p><b>D. Describing Thing</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher shows students about adjectives for describing object</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video that</li> </ul>	✓	✓

1	2	3	4	5
		<p>describes novel</p> <ul style="list-style-type: none"> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes thing</li> <li>• Students identify the language feature of the text in describing thing</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about novel that is described in powtoon comic.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> </ul>	✓	✓

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play <i>describing a room</i> game to ensure students' understanding in describing thing.</li> </ul>		
6	Evaluation	Teacher's responds	✓	Note comment and suggestion <ul style="list-style-type: none"> <li>- Material</li> <li>- Lay out</li> <li>- Text</li> <li>- Dialogues</li> <li>- Garmmar</li> <li>- Vocabs</li> <li>- Method</li> <li>- Exercises</li> <li>- Time</li> </ul>
		Students' responses		Comment <ul style="list-style-type: none"> <li>- Easy/difficult</li> </ul>

1	2	3	4	5
				<ul style="list-style-type: none"><li>- Material</li><li>- Text</li><li>- Exercise</li></ul>



IAIN JEMBER

## WORK LOG OF DESIGNING

No	Activity	Tools/Sources used	Reaction	Field Note
1	Check			
	Curriculum	Curriculum 2013/K13	✓	-
	Syllabus			
	Level	X Grade of Senior High School	✓	X MIPA 1 students of SMAN 4 Jember
	Time	2x40 or 80 minutes	✓	-
	Competence	3.7 and 4.8	✓	-
	kinds of text	Descriptive text	✓	-
2	Material mapping	<ul style="list-style-type: none"> <li>- Descriptive text about place</li> <li>- Descriptive text about person</li> <li>- Descriptive text about animal</li> <li>- Descriptive text about thing</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Prambanan temple text and tasks</li> <li>- Michael Jordan text and tasks</li> <li>- Panda text and tasks</li> <li>- Novel text and tasks</li> </ul>
	Learning method	<ul style="list-style-type: none"> <li>- Blended learning</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Face to face learning</li> <li>- Digital as media</li> </ul>
	Reading		✓	Extensive and Intensive reading
	First semester		✓	Senior High School (SMAN 4 Jember)

1	2	3	4	5
		Basic competence 3.7 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use	✓	Syllabus of descriptive text for Senior High School used curriculum 2013
3	Designing	Difficulties - Developing material based on syllabus	✓	-
		Obstacles - Difficult vocabulary - Finding suitable tasks for students	✓	-
		Challenge - Analyse tasks and concept in teaching descriptive text	✓	-
		Weakness - The materials (text, exercises, learning method, and vocabularies) run too fast	✓	-

1	2	3	4	5
4	Guide line for users	Teacher DVD <ul style="list-style-type: none"> <li>- Use laptop or computer to operate it</li> <li>- Click <i>descriptive text</i></li> <li>- Click <i>open with</i></li> <li>- Click windows media player</li> <li>- Connect lepton to LCD</li> </ul>	✓	- Teacher may use laptop or computer and LCD to operate powtoon comic video in the teaching learning process
		Students Mobile phone <ul style="list-style-type: none"> <li>- Copy file video of descriptive text from DVD</li> <li>- Click kind of descriptive text (place, person, animal or thing)</li> </ul>	✓	✓ Students operate it in their mobile phone, laptop or computer when they want to learn descriptive text out side the classroom
5	lesson plan	<b>A. Describing Place</b> <b>1. Pre-reading</b> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about</li> </ul>	✓	✓

1	2	3	4	5
		<p>descriptive text</p> <ul style="list-style-type: none"> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre-activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video about describing Prambanan temple</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic</li> </ul>	✓	✓



1	2	3	4	5
		<p>video that they donnot understand.</p> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes place</li> <li>• Students identify the language feature of the text in describing place</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about Prambana temple that is described in powtoon comic video.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play guessing game to ensure students' understanding in</li> </ul>	✓	✓

1	2	3	4	5
		<p>describing place.</p> <p><b>B. Describing Person</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher shows students about personality and physical appearance of person</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre-activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> </ul>	✓	✓

1	2	3	4	5
		<p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic that describes Michael Jordan</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes people</li> <li>• Students identify the language feature of the text in describing people</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about Michael Jordan that is described in powtoon comic video.</li> </ul> <p><b>3. Post-reading</b></p>	✓	✓

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play <i>the truth about me</i> to ensure students' understanding in describing people.</li> </ul>		
		<p><b>C. Describing Animal</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher informs students about part of body and physical appearance of animal</li> </ul>	✓	✓

1	2	3	4	5
		<p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic video</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video that describes panda</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes animal</li> <li>• Students identify the language feature of the</li> </ul>	✓	✓

1	2	3	4	5
		<p>text in describing animal</p> <ul style="list-style-type: none"> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about pand that is described in powtoon comic.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to do animal quiz.</li> <li>• Teacher and students correct the animal quiz together</li> </ul>	✓	✓
		<p><b>D. Describing Thing</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> </ul>	✓	✓

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher shows students about adjectives for describing object</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video that describes novel</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> </ul>	✓	✓

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes thing</li> <li>• Students identify the language feature of the text in describing thing</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about novel that is described in powtoon comic.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play <i>Describing a</i></li> </ul>		



1	2	3	4	5
		<i>room</i> game to ensure students' understanding in describing thing.		
6	Evaluation	Teacher's responds	✓	Note comment and suggestion <ul style="list-style-type: none"> <li>- Material</li> <li>- Lay out</li> <li>- Text</li> <li>- Dialogues</li> <li>- Garmmar</li> <li>- Vocabs</li> <li>- Method</li> <li>- Exercises</li> <li>- Time</li> </ul>
		Students' responses	✓	Comment <ul style="list-style-type: none"> <li>- Easy/difficult</li> <li>- Material</li> <li>- Text</li> <li>- Exercise</li> </ul>

## WORK LOG OF DEVELOPING

No	Activity	Tools/Sources used	Reaction	Field Note
1	Check			
	Curriculum	Curriculum 2013/K13	✓	-
	Syllabus			
	Level	X Grade of Senior High School	✓	X MIPA 1 students of SMAN 4 Jember
	Time	2x40 or 80 minutes	✓	-
	Competence	3.7 and 4.8	✓	-
	kinds of text	Descriptive text	✓	-
2	Material mapping	<ul style="list-style-type: none"> <li>- Descriptive text about place</li> <li>- Descriptive text about person</li> <li>- Descriptive text about animal</li> <li>- Descriptive text about thing</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Prambanan temple text and tasks</li> <li>- Michael Jordan text and tasks</li> <li>- Panda text and tasks</li> <li>- Novel text and tasks</li> </ul>
	Learning method	<ul style="list-style-type: none"> <li>- Blended learning</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Face to face learning</li> <li>- Digital as media</li> </ul>
	Reading		✓	Extensive and Intensive reading
	First semester		✓	Senior High School (SMAN 4 Jember)

1	2	3	4	5
		<p>Basic competence</p> <p>3.8 Analyze social functions, text structure, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use</p>	✓	Syllabus of descriptive text for Senior High School used curriculum 2013
3	Designing	<p>Difficulties</p> <ul style="list-style-type: none"> <li>- Developing the material on powtoon application</li> <li>- Creating story of comic related with descriptive text</li> </ul> <p>Obstacles</p> <ul style="list-style-type: none"> <li>- The application is loading</li> <li>- The internet connection</li> </ul> <p>Challenges</p> <ul style="list-style-type: none"> <li>- Operating the powtoon application</li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p> <p style="text-align: center;">-</p>

1	2	3	4	5
		<ul style="list-style-type: none"> <li>- Matching comic dialogues and the text that describe place, person, animal and thing</li> </ul>		
		<p>Weakness</p> <ul style="list-style-type: none"> <li>- Powtoon application is available not more than 3 minutes. So, it makes the developer cannot include all materials in the video.</li> </ul>	✓	-
4	Guide line for users	<p>Teacher DVD</p> <ul style="list-style-type: none"> <li>- Use laptop or computer to operate it</li> <li>- Click <i>descriptive text</i></li> <li>- Click <i>open with</i></li> <li>- Click windows media player</li> <li>- Connect leptop to LCD</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Teacher may use laptop or computer and LCD to operate powtoon comic video in the teaching learning process</li> </ul>
		<p>Students Mobile phone</p>		<ul style="list-style-type: none"> <li>✓ Students operate it in their mobile phone, laptop or computer when they</li> </ul>

1	2	3	4	5
		<ul style="list-style-type: none"> <li>- Copy file video of descriptive text from DVD</li> <li>- Click kind of descriptive text (place, person, animal or thing)</li> </ul>		<p>want to learn descriptive text out side the classroom</p>
5	lesson plan	<p><b>A. Describing Place</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre-activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of</li> </ul>	✓	-

1	2	3	4	5
		<p>powtoon comic</p> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video about describing Prambanan temple</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they donnot understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes place</li> <li>• Students identify the language feature of the text in describing place</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about Prambana temple that is described in powtoon</li> </ul>	✓	-

1	2	3	4	5
		<p>comic video.</p> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play guessing game to ensure students' understanding in describing place.</li> </ul>		
		<p><b>B. Describing Person</b></p> <p>- <b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> </ul>	✓	-

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher shows students about personality and physical appearance of person</li> <li>- <b>Whilst reading</b></li> <li><b>a. Pre- activity</b></li> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> <li><b>b. Whilst activity</b></li> <li>• Students watch the powtoon comic that describes Michael Jordan</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> <li><b>c. Post activity</b></li> <li>• Students identify the generic structure of</li> </ul>		



1	2	3	4	5
		<p>the text that describes people</p> <ul style="list-style-type: none"> <li>• Students identify the language feature of the text in describing people</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about Michael Jordan that is described in powtoon comic video.</li> </ul> <p>- <b>Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play <i>the truth about me</i> to ensure students' understanding in describing people.</li> </ul>		
		<p><b>C. Describing Animal</b></p> <p><b>1. Pre-reading</b></p>	✓	-

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher informs students about part of body and physical appearance of animal</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic video</li> </ul> <p><b>b. Whilst activity</b></p> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video that describes panda</li> </ul>	✓	-

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> <p><b>c. Post activity</b></p> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes animal</li> <li>• Students identify the language feature of the text in describing animal</li> <li>• Students ask the difficult vocabulary in the text to the teacher</li> <li>• Teacher re-explain about pand that is described in powtoon comic.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> </ul>	✓	-

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to do animal quiz.</li> <li>• Teacher and students correct the animal quiz together</li> </ul>		
		<p><b>D. Describing Thing</b></p> <p><b>1. Pre-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives general explanation about descriptive text</li> <li>• Teacher explains about generic structure of descriptive text</li> <li>• Teacher explains about language features of descriptive text</li> <li>• Teacher shows students about adjectives for describing object</li> </ul> <p><b>2. Whilst reading</b></p> <p><b>a. Pre- activity</b></p>	✓	-

1	2	3	4	5
		<ul style="list-style-type: none"> <li>• Teacher introduces powtoon comic to students</li> <li>• Teacher tells students the content of powtoon comic</li> <li><b>b. Whilst activity</b> <ul style="list-style-type: none"> <li>• Students watch the powtoon comic video that describes novel</li> <li>• Teacher gives <i>students' responses sheet</i> to students</li> <li>• Students ask something in the powtoon comic video that they do not understand.</li> </ul> </li> <li><b>c. Post activity</b> <ul style="list-style-type: none"> <li>• Students identify the generic structure of the text that describes thing</li> <li>• Students identify the language feature of the text in describing thing</li> <li>• Students ask the difficult vocabulary in</li> </ul> </li> </ul>	✓	-

1	2	3	4	5
		<p>the text to the teacher</p> <ul style="list-style-type: none"> <li>• Teacher re-explain about novel that is described in powtoon comic.</li> </ul> <p><b>3. Post-reading</b></p> <ul style="list-style-type: none"> <li>• Teacher gives exercises to students based on the text</li> <li>• Students submit the answer and teacher will correct it</li> <li>• Teacher asks students to play <i>Describing a room</i> game to ensure students' understanding in describing thing.</li> </ul>		
6	Evaluation	Teacher's responds	✓	<p>Note comment and suggestion</p> <ul style="list-style-type: none"> <li>- Material</li> <li>- Lay out</li> <li>- Text</li> <li>- Dialogues</li> <li>- Garmmar</li> </ul>

1	2	3	4	5
				<ul style="list-style-type: none"> <li>- Vocabs</li> <li>- Method</li> <li>- Exercises</li> <li>- Time</li> </ul>
		Students' responses	✓	Comment <ul style="list-style-type: none"> <li>- Easy/difficult</li> <li>- Material</li> <li>- Text</li> <li>- Exercise</li> </ul>

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**Appendix 15** Analysis concept

**ANALYSIS CONCEPT OF DESCRIPTIVE TEXT**

No	Concept	Definition concept	Example	Non-example
1	Generic structure	Identification: introduce the object of description	Where does it located (place), how to be there, and etc.	The uniqueness of the place, the characeristic of the palce, and etc
		Description: describe in details about characteristic features	The uniqueness of the place, the characeristic of the palce, and etc	Where does it located (place), how to be there, and etc.
2	Language features	Specifict participant	The thing that is going to be describe is unique and specifict, such as Prambanan temple, Michael jordan, panda and novel	Animal, person, place and thing
		The use of adjective to clarify noun	A beutiful beach	On the table
		Simple present tense	Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches.	Lembah Pelangi Waterfall had two levels where the waterfall on the second level had two branches.
		Action verbs	Run, sleep, walk, etc	-
3	Text	Descriptive text of place, person, animal and thing	The text of describing place, person, animal and thing.	Narrative text



## DESCRIBING PLACE

### A. Material

#### 1. The Definition of Descriptive Text

Descriptive text is a text that describes a particular person, place, animal or thing.

#### 2. The Purpose of Descriptive Text

To describes a characteristic for person, place, or thing in detail.

#### 3. The Generic Structure of Descriptive Text

- Identification → In this part introduces to the subject of the description
- Description → In this part give details of the characteristic features of the subject. It may describe parts, qualities, characteristic, size, physical appearance, habit, daily life, etc.

#### 4. Language feature:

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, monas in Jakarta, Borobudur temple.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

### B. Text of describing place

#### The Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a

UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47m high central building inside a large complex of individual temples.

It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.

The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: “it will take months to identify the precise damage”. However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

### C. Question

1. What is the text mostly talk about?
2. Where is Prambanan temple located?
3. What is the largest Hindu temple compound in Central Java?
4. When was Prambanan temple built?
5. Who built Prambanan temple?
6. Who is the king of the second Mataram denasty?
7. What happened to Prambanan temple in 2006?
8. Which paragraph that is according to identification? Why?

9. What is the main idea of the last paragraph?
10. Did you ever visit Prambanan temple? What is your opinion about it?

D. Answer

1. Prambanan temple
2. Central Java Indonesia
3. Prambanan temple
4. It was built around 850 CE
5. King Rakai Pikatan
6. Rakai Pikatan is king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty
7. Earthquake damaged Prambanan temple in 2006
8. The first paragraph because it introduces Prambanan temple in general
9. Earthquake happened in 2006 that damaged Prambanan temple
- 10.

E. Learning method

Guessing game

1. Students are divided into 4 groups
2. Teacher gives 5 pictures of place in each group that will be described and guessed
3. Each group has 5 minutes to describe
4. A student describes the pictures while other students guess based on their friend's description.
5. After 5 minutes, it changes into other group to guess.
6. The winner is a group that can guess 5 pictures in short time.

F. Lesson plan

1. Pre-reading
  - Teacher gives general explanation about descriptive text
  - Teacher explains about generic structure of descriptive text

- Teacher explains about language features of descriptive text
2. Whilst reading
    - a. Pre-reading
      - Teacher introduces powtoon comic to students
      - Teacher tells students the content of powtoon comic
    - b. Whilst reading
      - Students watch the powtoon comic video about describing Prambanan temple
      - Teacher gives *students' responses sheet* to students
      - Students ask something in the powtoon comic video that they donnot understand.
    - c. Post reading
      - Students identify the generic structure of the text that describes place
      - Students identify the language feature of the text in describing place
      - Students ask the difficult vocabulary in the text to the teacher
      - Teacher re-explain about Prambana temple that is described in powtoon comic video.
  3. Post-reading
    - Teacher gives exercises to students based on the text
    - Students submit the answer and teacher will correct it
    - Teacher asks students to play guessing game to ensure students' understanding in describing place.

## DESCRIBING PERSON

### A. Material

1. Describing person falls into two categories, those are physical and personality. Physical is describing about people physical appearance while personality is describing people' characteristic.
2. Physical appearance



### 3. Personality



### B. Text

If you are a sports fan, you know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

C. Question

1. What does the text mostly talk about?
2. Who is Michael Jordan?
3. How is Michael Jordan's physical appearance?
4. How is Michael Jordan's personality?
5. What makes him be a successful basketball player?
6. Which paragraph that is according to identification? Why?
7. What is the main idea of the second paragraph?

D. Answer

1. Michael Jordan
2. Michael Jordan is basketball player
3. Michael Jordan is tall, well-built and handsome, with friendly brown eyes and a wide grin
4. His personality is as outstanding as his playing ability. he is a very determined person
5. His good personality makes him become successful basketball player
6. Michael jordan physical appearance

E. Learning method

### The truth about me

1. Asks students to write six sentences about themselves. Two to four of these sentences should be lies.
2. Put the students into group of four. One student starts dictating to their group the sentences that he/she has written. The student tells the others how many of his/her are lies, but not which one.
3. The students discuss the sentences, to decide which of them they believe are true and which are lies, and why?
4. They then tell the person who has given the dictation what they think about the sentences, and they give the reasons for this. The person listens, but does not comment. Only when they have finished their report does the person reveal which the lies are. The others now also get a chance to ask questions.

### F. Lesson plan

#### 1. Pre-reading

- Teacher gives general explanation about descriptive text
- Teacher explains about generic structure of descriptive text
- Teacher explains about language features of descriptive text
- Teacher shows students about personality and physical appearance of person

#### 2. Whilst reading

##### a. Pre-reading

- Teacher introduces powtoon comic to students
- Teacher tells students the content of powtoon comic

##### b. Whilst reading

- Students watch the powtoon comic that describes Michael Jordan
- Teacher gives *students' responses sheet* to students
- Students ask something in the powtoon comic video that they do not understand.

c. Post reading

- Students identify the generic structure of the text that describes people
- Students identify the language feature of the text in describing people
- Students ask the difficult vocabulary in the text to the teacher
- Teacher re-explain about Michael Jordan that is described in powtoon comic video.

3. Post-reading

- Teacher gives exercises to students based on the text
- Students submit the answer and teacher will correct it
- Teacher asks students to play *the truth about me* to ensure students' understanding in describing people.





## DESCRIBING ANIMAL

### A. Material

#### 1. Adjectives of describing animals



#### 2. Animal part of body



## B. Text

### Panda

Pandas are bear-like animal which originally live in center and western part of China. Pandas also exist in zoo of Indonesia. This animal is including to the species of bear. Pandas have distinguish features that make them different other species of bear.

Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

## C. Questions

### I. Answer the questions correctly!

1. What does the text mostly talk about?
2. Where does panda originally live?
3. How is panda's physical appearance?
4. What does panda's food to eat?
5. What the fuction of panda's big jaw with tough muscles and strong molars?
6. How many physical appearances of panda that have written in the text?
7. Which paragraph shows description in the text? why?

### II. Are the following statements True (correct) or False (wrong)?

1. Panda lives in East Java Indonesia (T/F)
2. Pandas have white thick fur (T/F)
3. Pandas are able to do Kungfu (T/F)

4. Panda's main food is bamboo (T/F)
5. Pandas have small jaw therefore they cannot eat bamboo (T/F)

D. Answer

I. Answer the questions correctly!

1. Panda
2. Panda originally live in center and western part of China
3. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms
4. Bamboo
5. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need
6. 8 physical appearances
7. Second paragraph because it describe panda in detail.

II. Are the following statements True (correct) or False (wrong)?

1. F
2. T
3. F
4. T
5. F

E. Learning method

Animal quiz

1. Asks students to answer these quiz individually
  - a. Something is expensive; you love someone-which animal do you think of?
  - b. A personal pronoun that sounds the same as an animal and a tree in graveyard.
  - c. Which young animal has a name that that is also part of the human leg?
  - d. Can you think of a very derogatory word for a woman and puppy's mum?

- e. This word for a location sounds the same as the name of a fish.
- f. What furry animal sounds the same as an adjective meaning “without clothes”?
- g. A rodent that nests near a computer?
- h. If someone tries to hit you, you do something that is the same word as water bird.
- i. A bland person does not have this animal.
- j. It’s something a king used to have, and the animal lives in cold water.

Answer

- a. Deer/dear
- b. Ewe/yew
- c. Calf
- d. Bitch
- e. Place/plaice
- f. Bear/bare
- g. Mouse
- h. To duck/duck
- i. Hare/hair
- j. Seal

F. Lesson plan

1. Pre-reading
  - Teacher gives general explanation about descriptive text
  - Teacher explains about generic structure of descriptive text
  - Teacher explains about language features of descriptive text
  - Teacher informs students about part of body and physical appearance of animal
2. Whilst reading
  - a. Pre-reading
    - Teacher introduces powtoon comic to students
    - Teacher tells students the content of powtoon comic video

b. Whilst reading

- Students watch the powtoon comic video that describes panda
- Teacher gives *students' responses sheet* to students
- Students ask something in the powtoon comic video that they do not understand.

c. Post reading

- Students identify the generic structure of the text that describes animal
- Students identify the language feature of the text in describing animal
- Students ask the difficult vocabulary in the text to the teacher
- Teacher re-explain about pand that is described in powtoon comic.

3. Post-reading

- Teacher gives exercises to students based on the text
- Students submit the answer and teacher will correct it
- Teacher asks students to do animal quiz.
- Teacher and students correct the animal quiz together

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## DESCRIBING THING

### A. Material



### B. Text

#### Novel

Dina has a book which she bought last year. The book is a novel which titled The Story of An Idiot. She loves that book because when she reads it she gets not only knowledge but also entertainment. Unfortunately she had loss this book. she guesses she lose it at Tugu Station during my trip in Yogyakarta. It was difficult to get that book because she never found it at the book store. She got it at the street book seller in London.

The colour of the book's cover is dominated in red. The picture of that cover is a young man in a black jacket walking through the bridge. The book is written in English. The author of that book is Joseph J Joseph. It is a strange name but cool enough for the name of a novel author.

At the first page of that book, Dina wrote her name and her email address. She also draw a simple rat at the corner of the first page. She does the same thing to all her books because she hopes if she loss my book, someone who found it would give it back to her.

The total pages of that book are 125 pages which are divided into 6 parts. At the back of the cover is actually the short summary of that book, but she changed it by sticking the picture of a monkey on it.

#### C. Question

1. What does the text mostly talk about?
2. What is the title of the book
3. Who is the owner of the book?
4. What happen with the book?
5. Why Dina loves the novel?
6. What does Dina do to all her books?
7. Why Dina wrote her name and her email address in the book?
8. What is the main idea of the first paragraph?

#### D. Answer

1. Novel
2. The Story of An Idiot.
3. Dina
4. She had loss this book and she guesses she lose it at Tugu Station during my trip in Yogyakarta
5. She loves that book because when she reads it she gets not only knowledge but also entertainment

6. Dina wrote her name, email address and draw a simple rat at the corner of the first page.
  7. She does the same thing to all her books because she hopes if she loss my book, someone who found it would give it back to her
  8. Dina's book that she bought last year
- E. Learning method

#### Describing a room

1. Tell the students to work individually and write down the name of ten objects they have seen in a room.
  2. Describe the situation of that room
- F. Lesson plan
1. Pre-reading
    - Teacher gives general explanation about descriptive text
    - Teacher explains about generic structure of descriptive text
    - Teacher explains about language features of descriptive text
    - Teacher shows students about adjectives for describing object
  2. Whilst reading
    - a. Pre-reading
      - Teacher introduces powtoon comic to students
      - Teacher tells students the content of powtoon comic
    - b. Whilst reading
      - Students watch the powtoon comic video that describes novel
      - Teacher gives *students' responses sheet* to students
      - Students ask something in the powtoon comic video that they do not understand.
    - c. Post reading
      - Students identify the generic structure of the text that describes thing



- Students identify the language feature of the text in describing thing
- Students ask the difficult vocabulary in the text to the teacher
- Teacher re-explain about novel that is described in powtoon comic.

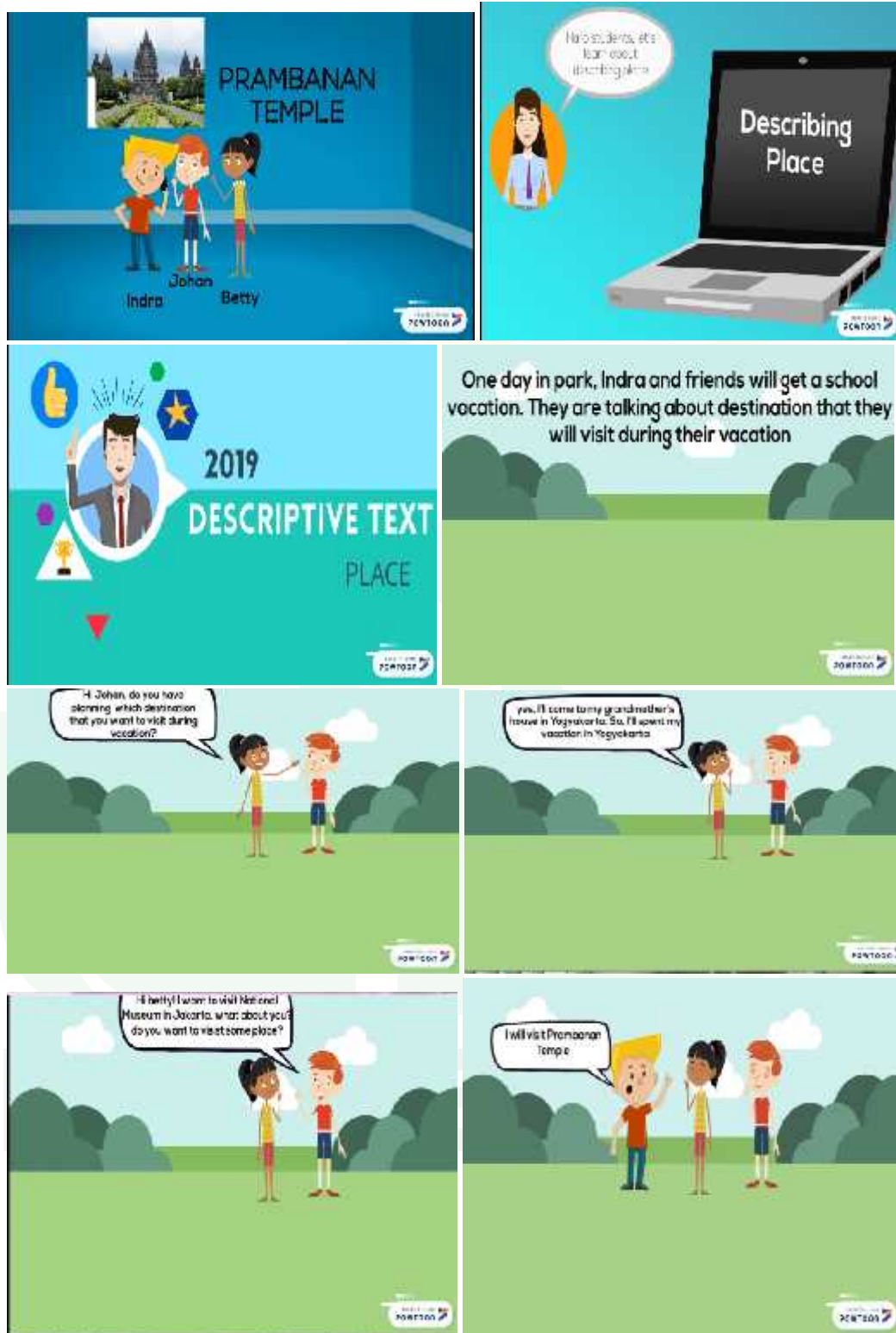
### 3. Post-reading

- Teacher gives exercises to students based on the text
- Students submit the answer and teacher will correct it
- Teacher asks students to play *describing a room* game to ensure students' understanding in describing thing.



# Appendix 17 Powtoon comic

## Powtoon comic of place





## PRAMBANAN TEMPLE

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples.

### Identification

It was built around 850 CE by either Rakai Prastan, King of the second Mataram dynasty, or Balitung Maha Sambu, during the Sa-jaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.

### Description

The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: "It will take months to identify the precise damage". However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

### Description

### Answer the questions correctly!

1. What is the text mostly talk about?
2. Where is Prambanan temple located?
3. What is the largest Hindu temple compound in Central Java?
4. When was Prambanan temple built?
5. Who built Prambanan temple?
6. Who is the king of the second Mataram denasty?
7. What happened to Prambanan temple in 2006?
8. Which paragraph that is according to identification? Why?
9. What is the main idea of the last paragraph?
10. Did you ever visit Prambanan temple? What is your opinion about it?

Have you understood about descriptive text? Do you know how to describe a place?

### LET'S PLAY GUESSING GAME

1. Students are divided into 4 groups
2. Teacher gives 5 pictures of place in each group that will be described and guessed
3. Each group has 5 minutes to describe
4. A student describes the pictures while other students guess based on their friend's description.
5. After 5 minutes, it changes into other group to guess.
6. The winner is a group that can guess 5 pictures in short time.

the example  
GROUP A



Thanks for watching  
**Be a good  
teacher or  
never**



### Powtoon comic of person





### Michael Jordan

If you are a sports fan, you know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

### Answer the questions correctly based on the text

1. What does the text mostly talk about?
2. Who is Michael Jordan?
3. How is Michael Jordan's a physical appearance?
4. How is Michael Jordan's personality?
5. What makes him be a successful basketball player?
6. Which paragraph that is according to identification? Why?
7. What is the main idea of the second paragraph?

**Physical Appearance**

**Personality Adjectives**

Do you know about describing person?  
Do you know how to describe person?

Let's do *The Truth About Me Challenge*

**The truth about me**

1. Asks students to write six sentences about themselves. Two to four of these sentences should be lies.
2. Put the students into group of four. One student starts dictating to their group the sentences that he/she has written. The student tells the others how many of his/her are lies, but not which one.
3. The students discuss the sentences, to decide which of them they believe are true and which are lies, and why?
4. They then tell the person who has given the dictation what they think about the sentences, and they give the reasons for this. The person listens, but does not comment. Only when they have finished their report does the person reveal which the lies are. The others now also get a chance to ask questions.

**THANKS FOR WATCHING**

BE CREATIVE EDUCATOR

# IAIN JEMBER



Powtoon comic of animal







**Panda**

Pandas are bear-like animals which originally live in center and western part of China. Pandas also exist in zoo of Indonesia. This animal is including to the species of bear. Pandas have distinguish features that make them different other species of bear.

Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. These black marks make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear, in which they prefer bamboos than others. 90% of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

1. Answer the questions correctly!

1. What does the text mostly talk about?
2. Where does panda originally live?
3. How is panda's physical appearance?
4. What does panda's food to eat?
5. What the function of panda's big jaw with tough muscles and strong molars?
6. How many physical appearances of panda that have written in the text?
7. Which paragraph shows description in the text? why?

II. Are the following statements True (correct) or False (wrong)?

1. Panda lives in East Java Indonesia (T/F)
2. Pandas have white thick fur (T/F)
3. Pandas are able to do Kungfu (T/F)
4. Panda's main food is bamboo (T/F)
5. Pandas have small jaw therefore they cannot eat bamboo (T/F)







Animal Adjectives




Quiz Time...

Do you understand?

Yes Animal Quiz...




Answer these quiz individually

- a. Something is expensive, you love someone--which animal do you think of?
- b. A personal pronoun that sounds the same as an animal and a tree in graveyard.
- c. Which young animal has a name that that is also part of the human leg?
- d. Can you think of a very derogatory word for a woman and puppy's mom?
- e. This word for a location sounds the same as the name of a fish.
- f. What furry animal sounds the same as an adjective meaning "without clothes"?
- g. A rodent that nests near a computer?
- h. If someone tries to hit you, you do something that is the same word as water bird.
- i. A blind person does not have this animal.
- j. It's something a king used to have, and the animal lives in cold water.



Do you know the answers?



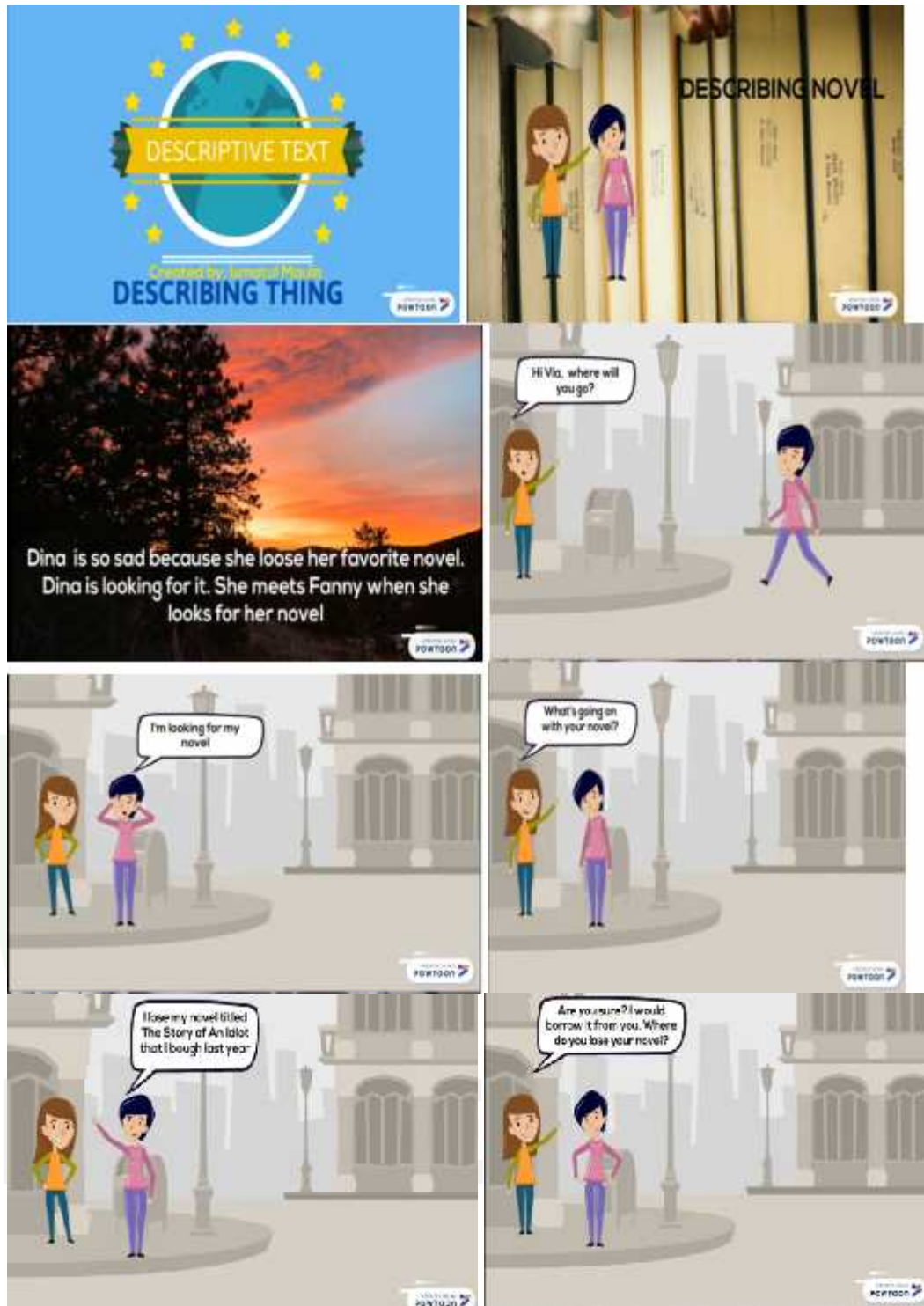

THANKS FOR WATCHING

study hard




# IAIN JEMBER

Powtoon comic of thing









### Exercise!

1. What does the text mostly talk about?
2. What is the title of the book?
3. Who is the owner of the book?
4. What happen with the book?
5. Why Dina loves the novel?
6. What does Dina do to all her books?
7. Why Dina wrote her name and her email address in the book?
8. What is the main idea of the first paragraph?

### NOVEL

Dina has a book which she bought last year. The book is a novel which titled 'The Story of An Kidot'. She loves that book because when she reads it she gets not only knowledge but also entertainment. Unfortunately she had lost the book, she guesses she lost it at Tugu Station during my trip in Yogyakarta. It was difficult to get that book because she never found that the book store. She got it of the street book seller in London.

The colour of the book's cover is dominated in red. The picture of that cover is a young man in a black jacket walking through the bridge. The book is written in English. The author of that book is Joseph O. Joseph. It is a strange name but cool enough for the name of a novel author.

At the first page of that book, Dina wrote her name and her email address. She also draw a simple rat at the corner of that first page. She does the same thing to all her books because she hopes if she loses my book, someone who found it would give it back to her.

The total pages of that book are 125 pages which are divided into 8 parts. At the back of the cover is actually the short summary of that book, but she changed it by sticking the picture of a monkey shit.

### ADJECTIVES FOR DESCRIBING OBJECTS

BIOME	COSMIC	TYPICAL	TOXIC
CLASIC	TRADITIONAL	PEACHY	ARTIST
EXHAUSTIVE	ENTERTAINING	SECURONAL	HELPER
ELECTRIC	SPICAL	ACROBATIC	BARBER
FLASK	METAL	ELECTRICAL	POSSIBLE
HAZARDOUS	PROFESIONAL	HISTORICAL	SHARPER
STRONG	FUNCTIONAL	MEDICAL	WONDERFUL
ECORNOUS	TOXIC	IMMENSE	TRUCKING
HAZARDOUS	STRONG	SHINING	HEAVY SALES
RECKLESS	ILLUMINATED	HEAVY	ENGAGING
IMPROVISED	SHINY	EXQUISITE	CRACKLING
UNUSUAL	SHINY	DIAMONDED	SHINY
UNUSUAL	SHINY	UNUSUAL	SHINY
UNUSUAL	SHINY	UNUSUAL	SHINY
UNUSUAL	SHINY	UNUSUAL	SHINY

Please describe this room based on your own words!

Write on paper...

Work Individually!

GOOD LUCK!!!



## THANKS FOR WATCHING

Keep spirit in learning

## Appendix 18 Transcript revision interview of English teacher 1

Yuliati, *interview*, Jember, 30th January 2019

Teacher: *Kalo yang apa... yang tempat sudah bagus, ketika animasi bilang "saya mau berkunjung ke ini" ya itu background nya sudah apa yang mereka bicarakan.*

Researcher: *Ya prambanan temple itu ya ma'am*

Teacher: *Iya prambanan, e.. sudah baguslah. Artinya ketika kita berbicara dengan orang yang tidak tau prambanan, anak-anak kita itu atau murid-murid kita itu sudah tau karna backgroundnya prambanan seperti itu. Sudah bagus.*

Researcher: *Ya ma'am*

Teacher: *Yang mendeskripsikan orang itu, atlet ya?*

Researcher: *Ya*

Teacher: *Tidak semua orang tau, saya pribadi tidak kenal atlet itu. Oleh karena itu, mungkin akan lebih baik kalau di backgroundnya separuhnya mungkin gambar atletnya*

Researcher: *Oh separuh dari background gambarnya atlet ya ma'am?*

Teacher: *He'eh, atau baoleh sebagai background gak papa. Disitu kan ada gambarnya, tapi hanya sebentar.*

Researcher: *Iya ma'am. Sebenarnya, dalam video kan ada TV ya ma'am. Sebenarnya di tampilkan disitu, tapi karna kecil jadinya gak terlalu kelihatan ma'am*

Teacher: *Iya kekecilan.*

Researcher: *Jadinya kalo bisa ditampilkan sebelah-sebelah gitu ya ma'am*

Teacher: *Sebelah-sebelah boleh, atau background*

Researcher: *Jadikan background aja ya ma'am*

Teacher: *Nah timing sekarang. Apa itu, e... penayangan itu. Dari satu dialog ke dialog yang lain itu terlalu cepet. Walaupun ada tulisannya disana. Jadi, anak itu masih perlu apalagi anak kelas X ya masih perlu berpikir walaupun sudah ada teks tapi masih erlu berpikir.*

Researcher: *Timing keseluruhan dari video descriptionnya?*

Teacher: *Dialognya. Ya diaturlah gimana penayangannya*

Researcher: *Itu gini ya ma'am, kalo di powtoon aplikasi video maksimal 3 menit. Ketika try out di kelas, saya pause agar anak bisa membaca.*

Teacher: *Iya. Gak papa. Tapi gurunya harus bekerja ekstra. Harus stand by di itu*

Researcher: *Itu untuk mengcover problemnya itu. Jadi, kelemahannya itu di itu ma'am. Itu sebabnya saya tidak meng include materi descriptive text. sebenarnya bagus untuk di include tai berhubung terbatas waktu dalam aplikasi, saya sambil menjelaskan. Dan disini saya juga pake blendd learning yang menggabungkan anatara face to face learning dan media tecnology.*

Teacher: *Tapi kalau dijadikan satu pertemuan itu tidak cukup, karna siswa masih ada praktek menulis*

Researcher: *Oh jadi pertemuan pertama tentang teori ya ma'am?*

Teacher: *Iya*

Researcher: *Jadi di pertemuan kedua, spesial tentang powtoon comic video dan praktek menulis siswa tidak apa-aa ya ma'am?*

Teacher: *Tidak apa-apa. Kalo tujuan kita siswa dapat menulis descriptive text, waktunya tidak cukup. Jadi harus beda. Pertemuan pertama tetep pemberian teori.*

Researcher: *Pertemuan kedua special video powtoon itu sudah tidak apa apa ma'am*

Teacher: *Tidak apa-apa. Karna mereka sudah menerima teori. Tapi kalo langsung dijadikan satu, mereka bingung nanti.*

Researcher: *Owh gitu ya ma'am. Pertemuan pertama itu teori baru pertemuan kedua pakai powtoon comic.*

Teacher: *Iya*

Researcher: *Masalah timing, gp saya pause videonya ya ma'am? Teksnya juga saya pause agar mereka bisa membaca. Atau kalo di erlukan, aductaor bisa menyerahkan print out nya.*

Teacher: *Iya. Boleh gitu.*

Researcher: *Bagaimana menurut ma'am tentang learning method of learning? To ensure students understand about the descriptive text gitu ma'am?*

Teacher: *Oh gak papa pake itu. Itukan penekanannya di vocabulary juga.*

Researcher: *Ya 'ma'am*

Teacher: *Yang tadi itu aja. Kalo 2 jam kita pake untuk menjelaskan teorinya itu tidak cukup karena disilabus kita, sampe siswa bisa menulis descriptive text. jadi kita bagi dua, yang minggu pertama mungkin teori dan contoh-contoh. Ini(powtoon comic ), di pertemuan keduanya. Tadi kan 2 jam, yang satu jam di buat untuk menganalisa teks dan jam kedua di suruh menulis descriptive text. itu artinya, belajar dari text itu yang jam ke duanya anak-anak suruh menulis ya.*

Researcher: *Iya ma'am. Saya kira kola hanya video itu kurang efektif. Ternyata masih ada pertemuan pertama yang dibuat untuk menerangkan teori.*

Teacher: *Jadi ini tepatnya diberikan ketika anak sudah tau tentang descriptive text.*



Researcher: *Masalah lay outnya gimana ma'am?*

Teacher: *Sudah sudah*

Researcher: *Tinggal timing yang di cover dengan pause itu ya,*

Teacher: *Tentang ini ya background colour*

Researcher: *Background colour yang mana ma'am?*

Teacher: *Yang di anime yang di person*

Researcher: *Oh yang di person*

Teacher: *Itu kadang-kadang gak jelas karna lebih menyolok warna backgroundnya. Kesannya agak kurang jelas menurut bu putri kemaren.*

Researcher: *Oh sama miss putri juga ma'am?*

Teacher: *Iya. Kalo saya tidak terlalu konsen kesana. Ya harus ada sesuatu yang kontras lah dengan tulisannya itu. Biar jelas. Kalo backgroundnya pink, tulisannya ya apa item*

Researcher: *Itukan bubble nya warna putih ya mam?*

Teacher: *Ada warna-warna kayaknya. Jadi tulisannya harus agak terang.*

Researcher: *Bubble nya agak biru-biru gimana gitu ya ma'am. Intinya agak kontras gitu ya ma'am bubbles nya?*

Teacher: *Iya. Biar terbaca. Yang lain sudah bagus kok. Anak-anak akan tertarik juga. Jadi gak banyak perbaikan.*

Researcher: *Maybe ini nanti kalo saya kasi lagi ke ma'am berarti final ya ma'am*

Teacher: *Iya. Kan sudah tidak ada perbaikan lagi.*

Researcher: *Mungkin masalah grammar ma'am?*

Teacher: *Gak. Gak ada.*

Researcher: *Sudah ma'am. Makasih*

Teacher: *Iya sudah. Simple kalo ke anak-anak sudah pas untuk tingkat SMA*

Researcher: *Thank you ma'am*

Teacher: *Okay*



## Appendix 19 Transcript revision interview of English teacher 2

Yuliati, *interview*, Jember, 6th February 2019

Researcher: What is your opinion about powtoon comic instructional media for teaching reading a descriptive text?

Teacher: ok I think it's interesting, helpfull for the students in learning English

Researcher: What is your opinion about implementing powtoon comic instructional media for tenth grade students?

Teacher: ya it's nice but as a teacher we should know e... which topic that is the most e... suitable to use what powtoon comic

Researcher: How is the attractiveness of powtoon comic instructional media?

Teacher: very attractive, very attractive

Researcher: Is powtoon comic instructional media able to motivate students in learning?

Teacher: iya iya

Researcher: why ma'am?

Teacher: because by using the powtoon comic the students will be easily understand the topic

Researcher: What do you think about the lay out that is used in powtoon comic instructional media?

Teacher: the lay out e... ya it's good, unique and intersting

Researcher: What about the dialogues? Is there any wrong thing in the dialogues?

Teacher: no no no it is undrstanable

Researcher: What about the content of powtoon comic instructional media?

Teacher: e... in the video I think it's already related with the topic. It's good. The content is good.

Researcher: what about the text? is the text also related with the topic?

Teacher: yes it is suitable with the topic.

Researcher: What about the grammar usage ma'am?

Teacher: ya the grammar usage is already suitable with the level of the students

Researcher: is the vocabulary in powtoon comic instructional media really hard for students?

Teacher: no it is suitable to the students in the tenth grade ya.

Researcher: What is your opinion about learning method that is used in powtoon comic instructional media?

Teacher: yeah I think it makes students e.. what more interested to the topic. They can learn e.. they can do directly what they get

Researcher:What do you think about the exercise in powtoon comic instructional media?

Teacher: in this video, the exercises maybe we should know the goal in the teaching learning process. And in the making the exercise we should match it. So, the exercise should be based on the teaching and learning goal that we write in the lesson plan.

Researcher:Is it worthy to use in SMAN 4 Jember? Why?

Teacher: not only in SMAPA ya. E... if as long as the media is suitable to the level of the students. It is interesting, it is understandable we can apply this media for all the students who learn English

Researcher: what about the comment and suggestion ma'am?

Teacher: good, I think it is creative media, interesting and helpful for the students

Researcher: is there any suggestion maybe ma'am?

Teacher: always try to get a new instructional media. Always try



## Appendix 20. Guide line for users

### Guide Line for Users

#### 1. Teacher

##### DVD

- Use laptop or computer to operate it
- Click *descriptive text* (choose the descriptive text)
- Click *open with*
- Click windows media player
- Connect leptop to LCD

Teacher may use laptop or computer and LCD to operate powtoon comic video in the teaching learning process

#### 2. Students

##### Mobile phone

- ✓ Copy file video of descriptive text from DVD
- ✓ Click kind of descriptive text (place, person, animal or thing)

Students operate it in their mobile phone, laptop or computer when they want to learn descriptive text out side the classroom



**PICTURE DOCUMENTATION**



(Students watched powtoon comic descriptive text)



(Students answered powtoon comic tasks)



(The try out of powtoon comic in large number of students)



(The try out of powtoon comic in small group of students)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI JEMBER  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B.2035 /In.20/3.a/PP.00.9/01/2019  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Izin Penelitian**

24 Januari 2019

Kepada Yth. Kepala SMAN 4 Jember  
JL. Hayam Wuruk, No. 145, Sempusari, Kaliwates, Jember, Jawa Timur, 68135

*Assalamualaikum Wr. Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Ismatul Maula  
NIM : T20156011  
Semester : VIII (Delapan)  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai Designing Powtoon Comic Instructional Media for Teaching Reading a Descriptive text: A case study of SMAN 4 Jember

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Guru Mata Pelajaran Bahasa Inggris
3. Siswa Kelas X MIPA 1

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr. Wb.*

A.n. Dekan  
Wakil Dekan Bidang Akademik,

  
Khoirul Faizina



JAM	KE	WAKTU	KELAS X								KELAS XI								KELAS XII									
			M1	M2	M3	M4	M5	M6	M7	S1	S2	M1	M2	M3	M4	M5	M6	M7	S1	S2	A1	A2	A3	A4	A5	A6	S1	S2
0		06.30-06.35	Menyanyikan Lagu Indonesia Raya 3 Stanza																									
		06.35-06.45	Literasi																									
1		06.45-07.25	IPACARA PEMBINAAN																									
2		07.25-08.05	ISTIRAHAT																									
3		08.05-08.45	42	31	47	35	41	45	21	27	36	40	6	4	12	19	7	28	13	44	1	24	14	11	20	16	29	30
4		08.45-09.25	42	31	47	35	41	45	21	27	36	40	6	4	12	19	7	28	13	44	1	24	14	11	20	16	29	30
		09.25-09.45	ISTIRAHAT																									
5		09.45-10.25	33	26	47	43	31	53	8	52	34	25	19	32	22	12	44	17	28	13	18	1	36	38	46	5	7	29
6		10.25-11.05	33	26	15	43	31	53	41	52	34	25	19	6	22	12	44	17	28	14	18	1	24	38	23	5	7	35
7		11.05-11.45	42	31	47	43	45	53	41	52	34	25	27	6	44	22	50	36	51	14	13	11	24	48	23	3	9	35
		11.45-12.30	ISTIRAHAT																									
8		12.30-13.10	15	33	31	42	45	43	52	34	36	26	27	40	44	22	50	36	51	28	14	11	1	3	16	29	9	46
9		13.10-13.50	15	33	31	45	53	43	48	34	41	23	12	26	19	7	22	24	17	28	14	18	1	25	16	11	35	44
10		13.50-14.30	20	37	38	45	53	43	49	34	41	23	12	26	19	7	22	24	17	32	36	18	46	25	29	11	35	44
11		14.30-15.15	PENGEMBANGAN DIRI DAN SHOLAT ASHAR BERJAMAAH																									

JAM	KE	WAKTU	KELAS X								KELAS XI								KELAS XII									
			M1	M2	M3	M4	M5	M6	M7	S1	S2	M1	M2	M3	M4	M5	M6	M7	S1	S2	A1	A2	A3	A4	A5	A6	S1	S2
0		06.30-06.35	Menyanyikan Lagu Indonesia Raya 3 Stanza																									
		06.35-06.45	Literasi																									
1		06.45-07.25	49	42	26	31	15	53	48	41	37	27	40	19	34	50	12	24	22	13	28	1	36	16	14	25	30	35
2		07.25-08.05	49	42	26	31	15	53	48	41	37	27	40	19	34	50	12	24	22	13	28	1	36	16	14	25	30	35
3		08.05-08.45	41	46	42	15	31	49	27	48	30	6	26	40	25	34	29	50	1	22	13	14	7	23	5	11	35	9
4		08.45-09.25	41	46	42	15	31	49	27	48	30	6	26	40	25	34	29	50	1	22	13	14	7	23	5	11	35	9
		09.25-09.45	ISTIRAHAT																									
5		09.45-10.25	50	18	31	47	33	52	53	37	48	46	40	12	23	19	29	11	17	38	5	36	8	30	25	20	41	15
6		10.25-11.05	50	18	31	47	33	52	53	37	48	4	6	12	23	19	34	11	17	38	5	28	24	30	25	20	41	15
7		11.05-11.45	50	18	22	47	33	52	53	8	37	4	6	23	27	9	34	29	13	30	36	28	24	14	16	45	44	41
		11.45-12.30	ISTIRAHAT																									
8		12.30-13.10	22	20	5	26	42	34	43	15	52	40	46	23	27	9	19	38	29	30	36	17	16	14	16	13	44	41
9		13.10-13.50	22	20	5	26	46	34	43	31	52	48	4	27	50	12	19	21	29	14	11	17	18	36	13	16	37	24
10		13.50-14.30	22	20	42	26	46	34	43	31	52	48	4	27	50	12	32	21	29	14	11	8	13	36	3	16	37	24
11		14.30-15.15	PENGEMBANGAN DIRI DAN SHOLAT ASHAR BERJAMAAH																									

JAM	KE	WAKTU	KELAS X								KELAS XI								KELAS XII									
			M1	M2	M3	M4	M5	M6	M7	S1	S2	M1	M2	M3	M4	M5	M6	M7	S1	S2	A1	A2	A3	A4	A5	A6	S1	S2
0		06.30-06.35	Menyanyikan Lagu Indonesia Raya 3 Stanza																									
		06.35-06.45	Literasi																									
1		06.45-07.25	33	45	46	42	26	31	49	35	53	6	19	48	40	41	9	51	38	37	17	13	28	30	11	1	15	44
2		07.25-08.05	33	45	46	42	26	31	49	35	53	6	19	48	40	41	9	51	38	37	17	13	28	30	11	1	15	44
3		08.05-08.45	5	15	50	46	42	45	53	31	27	9	48	6	41	40	19	49	1	47	28	18	13	24	25	14	7	29
4		08.45-09.25	5	15	50	46	42	45	53	31	27	9	48	6	41	40	19	49	1	47	28	18	13	24	25	14	7	29
		09.25-09.45	ISTIRAHAT																									
5		09.45-10.25	45	22	33	38	47	35	42	37	31	26	6	12	32	46	7	50	30	29	14	28	1	36	17	20	44	23
6		10.25-11.05	45	22	33	5	47	35	43	21	31	16	6	12	19	34	7	50	30	29	14	28	1	25	17	20	44	23
7		11.05-11.45	42	22	33	5	47	35	43	21	30	16	48	26	19	34	38	17	49	29	46	36	11	25	41	37	23	3
		11.45-12.30	ISTIRAHAT																									
8		12.30-13.10	18	47	50	52	51	15	30	42	8	12	48	46	26	29	38	17	49	21	24	36	11	16	41	37	23	40
9		13.10-13.50	18	47	45	52	51	15	30	53	49	12	25	9	34	23	27	11	44	21	24	7	38	16	37	41	46	17
10		13.50-14.30	18	47	45	52	51	42	30	53	49	32	25	9	34	23	27	11	44	46	8	7	38	13	37	41	40	17
11		14.30-15.15	PENGEMBANGAN DIRI DAN SHOLAT ASHAR BERJAMAAH																									

JAM	KE	WAKTU	KELAS X								KELAS XI								KELAS XII									
			M1	M2	M3	M4	M5	M6	M7	S1	S2	M1	M2	M3	M4	M5	M6	M7	S1	S2	A1	A2	A3	A4	A5	A6	S1	S2
0		06.30-06.35	Menyanyikan Lagu Indonesia Raya 3 Stanza																									
		06.35-06.45	Literasi																									
1		06.45-07.25	45	33	49	41	5	42	36	15	46	19	4	6	50	29	12	40	22	27	24	7	11	13	20	14	17	37
2		07.25-08.05	45	33	49	41	5	42	36	15	46	19	4	6	50	29	12	40	22	27	24	7	11	13	20	14	17	37
3		08.05-08.45	31	26	45	49	35	46	42	30	48	41	12	16	44	50	40	7	51	17	28	24	23	1	13	25	37	19
4		08.45-09.25	31	38	45	49	26	46	42	30	48	41	12	16	44	50	40	7	51	17	28	24	23	1	13	25	37	19
		09.25-09.45	ISTIRAHAT																									
5		09.45-10.25	20	31	26	18	52	47	43	46	35	16	41	19	6	44	50	27	37	49	1	14	7	11	29	17	3	24
6		10.25-11.05	20	31	33	18	52	47	43	46	35	16	41	19	6	44	50	27	37	49	1	14	7	11	29	17	28	24
7		11.05-11.45	38	49	33	18	52	47	36	30	35	48	9	25	40	32	22	51	21	44	7	13	14	5	11	37	26	15
		11.45-12.30	ISTIRAHAT																									
8		12.30-13.10	47	49	18	33	43	36	34	35	31	48	9	25	26	40	22	51	21	44	7	46	14	5	11	37	29	15
9		13.10-13.50	47	45	18	33	43	36	34	48	31	25	16	41	26	6	44	50	46	22	23	5	35	28	1	29	19	30
10		13.50-14.30	47	45	18	33	43	36	34	48	42	25	16	41	46	6	44	50	32	22	23	5	35	28	1	29	19	30
11		14.30-15.15	PENGEMBANGAN DIRI DAN SHOLAT ASHAR BERJAMAAH																									

JAM	KE	WAKTU	KELAS X								KELAS XI								KELAS XII									
			M1	M2	M3	M4	M5	M6	M7	S1	S2	M1	M2	M3	M4	M5	M6	M7	S1	S2	A1	A2	A3	A4	A5	A6	S1	S2
0		06.30-06.35	Menyanyikan Lagu Indonesia Raya 3 Stanza																									
		06.35-06.45	Literasi																									
1		06.45-07.25	31	41	22	45	35	5	46	49	42	12	23	16	25	27	34	29	44	47	7	11	18	17	14	13	40	37
2		07.25-08.05	31	41	22	45	35	5	46	49	42	12	23	16	25	27	34	29	44	47	7	11	18	17	14	13	40	37
3		08.05-08.45	46	5	41	33	45	31	52	42	21	19	25	48	12	7	49	50	30	37	11	23	35	24	6	1	15	40
4		08.45-09.25	46	5	41	33	45	31	52	42	21	19	25	48	12	7	49	50	30	37	11	23	35	24	6	1	15	40
		09.25-09.45	Istirahat																									
5		09.45-10.25	26	50	52	31	49	8	47	36	15	4	16	25	22	44	33	7	27	30	18	38	17	1	37	6	19	28
6		10.25-11.05	26	50	52	31	49	41	47	36																		





PEMERINTAH PROVINSI JAWA TIMUR  
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**SURAT KETERANGAN**

Nomor : 421.3/169/101.6.5.4/2019  
Perihal : Penelitian

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

N a m a : **ISMATUL MAULA**  
N I M : T20156011  
Program Studi/Jurusan : Tadris Bahasa Inggris/Pendidikan Bahasa  
Institut Agama Islam Negeri Jember

Benar-benar telah melaksanakan Penelitian pada tanggal 24 Januari s.d 06 Februari 2019 dengan judul **“Designing Powtoon Comic Instructional Media for Teaching a Descriptive text : A case study of SMAN 4 Jember”**.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Jember, 01 Maret 2019  
Kepala Sekolah

**Dr. MOH. EDI SUYANTO, M. Pd.**  
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