

**THE USE OF POWTOON MEDIA TO INCREASE VOCABULARY
MASTERY OF SEVENTH GRADE STUDENT'S
OF MADRASAH TSANAWIYAH ASRHI JEMBER**

THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements
For Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

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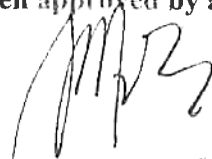
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English Education Department

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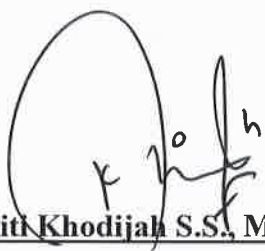
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MOTTO
... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ...

Meaning: "... Allah does not change a peoples lot unless they change what is in their hearts ..." (QS Ar-Ra'd: 11)¹



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¹ DEPAG RI dari Al-Huda, *Al-Quran The Noble Qur'an* (PT. Gema Insani Press:2014), 481.

DEDICATION

I dedication this thesis for:

1. My beloved parents, my father Achmad Hadari and my mother Setiowati who always support and take a pray for me.
2. My beloved young sister Chyntia Citra Lestari
3. All of my big family always support me from the first university until now.
4. All of my frinds that I can't mention on by one who always support me to finish this undergraduate thesis
5. And the last, thank you so much for my self as I persist and never give up

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Alhamdulillah all praises to Allah SWT, who always give me all. His *graces, taufik, guidance, and inayah*, so I am able to finish this thesis. The *Shalawat* and *Salam* may always be given to the most amazing human, and wonderful figure of human being, Prophet Muhammad SAW. Hopefully, we will receive His intercession in the end of the day, Aamiin.

This thesis is presented as one of requirements to obtain an undergraduate degree in English Language Teaching at State Islamic University of KH Achmad Siddiq Jember. The undergraduate thesis entitled “The Use of PowToon Media Increase Vocabulary Mastery of Seventh Grade Students of Madrasah Tsanawiyah Asrhi Jember”.

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni’ah M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
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9. My beloved parents never stop praying for me.
10. All off people who have helped me “Thank You So Much”

I really realize that this thesis is far from being perfect. Therefore, I welcome all the critersm an suggestions. The researcher hope this thesis will be useful for readers and other researchers who need it.

Jember, 13 juni 2023

AYU WARDANI

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ABSTRACT

Ayu Wardani, 2023, *The Use of Powtoon Media to Increase Vocabulary Mastery of The Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember.*

Key Words: *Powtoon, Media, Increase, Vocabulary Mastery.*

The vocabulary mastery in MTs Ashri Jember needed to increase. Based on the interview with the teacher and the preliminary researcher at seventh grade Students of MTs Ashri Jember. After doing pre-observation and pre-interview, It was found out that most of the students had many problems in vocabulary mastery. Namely low ability in the meaning, word structure of spelling, word pronunciation, and memorizing of the word. So, the researcher and the English teacher collaborated to use powtoon media to increase vocabulary mastery.

The research question in this research was: How is the use of powtoon media able to increase vocabulary mastery at seventh grade students of Madrasah Tsanawiyah Ashri Jember?. This study aims to investigate how the use powtoon media is able to increase the vocabulary mastery at seventh grade students of MTs Ashri Jember. This research was Classroom Action Research (CAR) which was conducted to solve the students in Vocabulary Mastery. The classroom action research design in this research was collaborative classroom action research. The participants of this research were thirty six students of MTs Ashri Jember. This research was conducted in one cycle with three meetings. In this cycle, there were four steps namely planning, acting, observing, and reflecting. The data in this research was completed by students' Vocabulary mastery test, documentation and observation.

After implementing powtoon media, the students' vocabulary mastery has increased. The result of the students vocabulary mastery test score showed that the mean score is 83,55. There were 28 students or 77,77% of the total students who got a score above passing grade meanwhile 8 other students were under that criterion. This research could be said to be successful because the criteria of success of this research was 75% of total students whose research reached the minimum score (75). This means that powtoon media can improve vocabulary mastery of class VII students of MTs Ashri Jember. In the results of interview with students, they argued that Powtoon media really helps them in increasing vocabulary, such as meaning, spelling, word pronunciation. they was more interest and more confident to be active in class and have discussions with their friends. Learning outcomes was influence by many factors; including interest and motivation of student learning. The results showed that interest in learning and learning motivation had a positive and significant effect on student learning outcomes.

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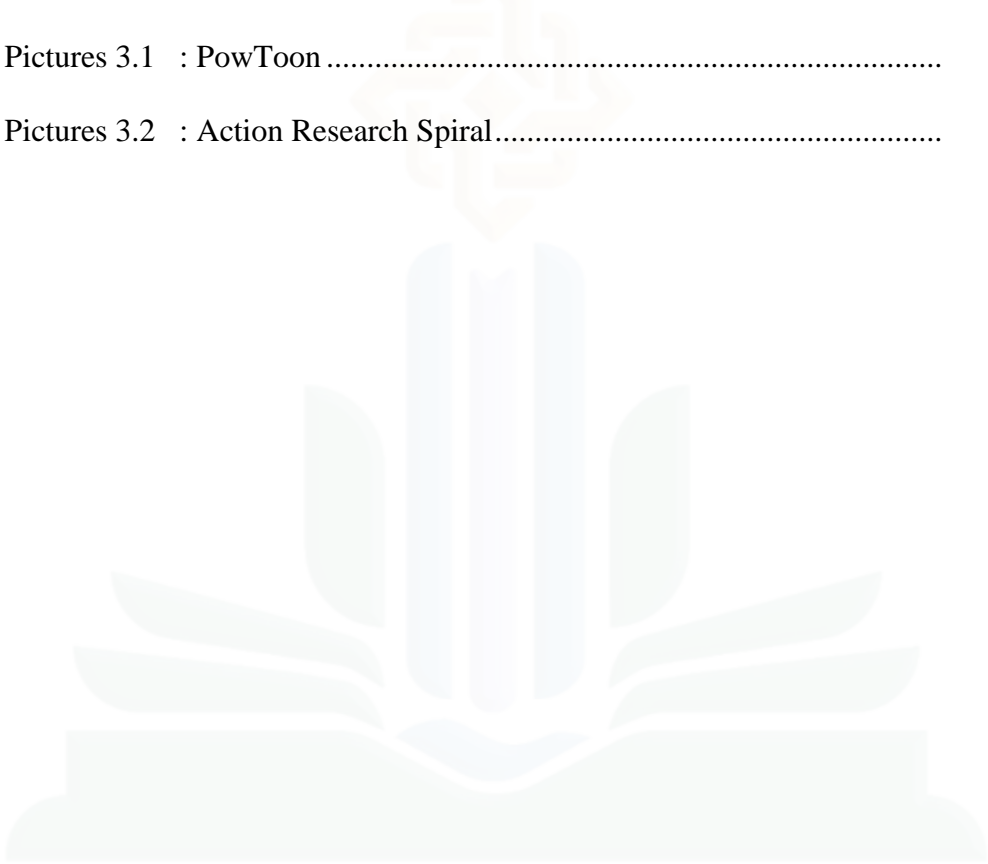


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CHAPTER I

INTRODUCTION

A. Background of The Research

International languages are communication instrument between of many countries in the world, English is one of them. English is used both in a global sense for international communication between countries and in a local sense as language of wider communication within multilingual societies. In Indonesia English is foreign language.

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Language is systematic and it is a set of arbitrary symbols. The symbols are primarily vocal, but also visual. The symbols have conventionalized meanings to which they refer. Language is used for communication and operates in a speech community or culture.¹

Language is the most important thing in a human's life. Allah said in surah Al-Baqarah (2:31) :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful.”²

¹ H.D, Brown, *Principles of Language Learning and Teaching 4th Edition* (New York: Longman, 2000), 2.

² DEPAG RI dari Al-Huda Gema Insani Press , *Al-Qur'an The Noble Qur'an* (:PT. Gema Isnani Press; 2014), 481.

In surah above, Allah explicitly ordered Adam to name objects (not counting objects). And Adam's ability to give name objects a social event that distinguishes humans from other creatures. It is undeniable that language then becomes a very clear differentiator between humans and other creatures (non-human beings).

For learning language. We have to know, there are four skills in English namely listening, speaking, reading, and writing. Then, how to make easier to learn the skills of English learning. David Wilkins in Thornbury³ stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is central to English language teaching. Thornbury also stated that knowing and understanding vocabulary are not just the matter of remembering or memorizing the words. Without a proportional amount of vocabulary everyone will have difficulty in listening, speaking, reading, or writing. Vocabulary is the most important element to support these four skills.⁴ So, the most important thing to learn English is to increase vocabulary mastery. If we master vocabulary, it will be easier to master these four skills.

Allen stated that lack of interest, self-confidence, motivation, teacher and environment are factors that hamper students to master

³ Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh ; Pearson Education Limited, 2002), 13

⁴ Robert, Lado, *Language Teaching a Scientific Approach* (USA, 1964).165

vocabulary.⁵ Many students dislike learning English because they do not know the meaning and feel bored to memorize vocabulary. For teachers it is not easy to teach English vocabulary, in the 1950s, many people began to notice that vocabulary learning is not simple matter⁶ So to make students interested in learning English lessons, teachers need creativity and suitable technique in teaching English lessons. A good teaching technique makes students understand and master the lessons without them memorizing the lessons.

The researcher, in this research was using Powtoon media to learn vocabulary mastery for students. Powtoon media is included into audio visual, It is an interactive, communicative and fun media. Powtoon is able to make students interact with teachers by using sight and hearing. Powtoon is an online service to create. PowToon is the answer for students who are tired of traditional text-filled presentations that lose the audience's attention after just a few slides, with the ability to create sounds, add text, images, characters, props, and music, the users is able to create engaging, entertaining, and professional-quality animations. Students will be excited to express themselves in new ways, and teachers will reach out to more students to understand the lesson.

In the preliminary study, the researcher did an interview with the English teacher of the Seventh Grade Students of Madrasah Tsanawiyah

⁵ Allen firginia f, *techniques in teaching vocabulary* (oxford university press:1983),45.

⁶ Allen firginia f, *techniques in teaching vocabulary* (oxford university press:1983),3.

Ashri Jember. She stated that there was one class of seventh grade and that class had the lowest score than other classes in English lessons especially in vocabulary. The students were not really excited because they thought that English lesson was difficult. The students' problems included lacked of vocabulary mastery and they were bored to memorize the vocabulary. In consequence the researcher tried to make an interactive, communicative and fun teaching and learning by using Powtoon media.

In this research, the researcher collaborated with the teacher used powtoon media to increase vocabulary mastery of the Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember. The researcher chose classroom action research as a research design to solve the problem of students' vocabulary mastery achievement. This media has never been used in Madrasah Tsanawiyah Ashri Jember. From the discussion above, the classroom action research entitled "The Use of Powtoon Media to Increase Vocabulary Mastery of The Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember" was conducted

B. Research Question

Based on the focus of research above, the researcher forms the research problem into the research question as follows.

How the use of powtoon meadia is able to increase vocabulary mastery at seventh grade students of Madrasah Tsanawiyah Ashri Jember?

C. Research Objective

Based on the research question above, the researcher investigated how the use of powtoon media is able to increase vocabulary mastery of seventh grade students of Madrasah Tsanawiyah Ashri Jember.

D. Research Significance

The result of this research was expected to give some benefit both theoretically and practically: theoretically, the result of this research could prove the effectiveness of using powtoon media to increase vocabulary mastery in learning English.

Practically, the result of this research could be a reference for other researchers and gave more knowledge for readers about how to teach vocabulary mastery by using powtoon media in English lessons.

E. Research Limitation

Based on the identification focused of research. The researcher focused on powtoon media to increase vocabulary mastery. Limitation of this study was the student's of seventh grade students of Madrasah Tsanawiyah Ashri.

F. Definition of Key Term

The researcher wanted to clarify and explained the term used.

1. Powtoon Media

Powtoon media is web-based animation software that allows you to quickly and easily create animated presentations with your students by

manipulating pre-created objects, imported images, provided music and user created voice-overs. There are many features in powtoon media, such as the engagement of the animation presented matches with the content, Teachers and students can express their creativity, and lastly powtoon's flexibility to be able to import images and music, add text, and create your own sound.⁷

2. Vocabulary Mastery

The definition of the word increase is the process to make better in quality or make more productive to be better.

The vocabulary mastery is knowledge or ability to control in understanding the new words in language. In this research the researcher focuses on the vocabulary about adjectives, nouns, and animals. Lado claims that vocabulary words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more similar characteristics.⁸

⁷ Mersand shannon product review powtoon may 13, 2014,
<http://www.techlearning.com/news/product-review-powtoon>

⁸ Robert, Lado, *Language Teaching a Scientific Approach* (USA, 1964), 97

CHAPTER II

THEORITICAL FRAMEWORK

A. Previous Research

The research about strategy teaching using media to increase Vocabulary mastery was not the first research. Many researchers have researched teaching media could increase vocabulary mastery. This chapter would discuss the relevant previous research that was written by the other researchers to explain the similarities, the differences, and the original idea of this research.

1. A Thesis Written by Devita Wafirotul Afkar “An Analysis Powtoon Media for Teaching English Writing for Junior High School Students”.⁹

The researcher used Powtoon media to teach English writing for junior high school in Indonesia, the researcher used a qualitative descriptive method by analyzing 6 Powtoon videos. The content of videos was analyzed based on the basic competence described in curriculum 13. The finding indicates that six Powtoon videos were suitable for teaching English writing to junior high school. The similarity of this thesis was the researcher used Powtoon media and the difference between the research analysis the writing skill and this thesis used qualitative descriptive method.

⁹ Devita Wafirotul Afkar, “An Analysis Powtoon Media for Teaching English Writing for Junior High School Students”, (Thesis, UIN Sunan Ampel Surabaya, 2019), 1.

2. A Thesis by Wirdatus Sakinah “The Effect Using Powtoon Application on Students Listening Comprehension in Narrative Text a Eleventh Grade of MA Nurul Iman Rokan Hulu”.¹⁰

This thesis aims to determine the effect of Powtoon Application on the listening comprehension skill in the narrative text at the eleventh grade of MA Nurul Iman. This research could influence the motivation of students to learn. The researcher researched all students of class XI IPS MA Nurul Iman 90 students. This research was quantitative research with pre-experimental one-group pre-test and post-test. The sampling in this research were students of class XI IPS 1 and XI IPS 2. The experimental class was treated with the used of Powtoon learning media whereas the control class without using Powtoon learning media. The similarity between both his thesis was the researcher used Powtoon media in teaching English, The difference between the thesis was the research of Effect using Powtoon media Application and then the researcher focused on the listening comprehension skill in narrative text. The researcher used a quantitative research design.

3. A Thesis by Putri Wulan Diyah Safira “The vocabulary mastery of the Third Grade Students of Elementary School Queena Private

¹⁰ Wirdatus Sakinah, “The Effect Using Powtoon Application on Students Listening Comprehension in Narrative Text a Eleventh Grade of MA Nurul Iman Rokan Hulu”, (Thesis, UIN SUSKA Riau), 1.

Course in Pendorawalan Jepara Taught by Using Powtoon Video”.¹¹

To improve the vocabulary mastery of students, the researcher used Powtoon video as media in learning vocabulary the objective of this research was to know whether there were any significant difference between vocabulary mastery of third-grade students of elementary school at Queena Private Course in Pendo Sawalan Jepara before and after taught by using Powtoon Video. This research used a quantitative research method with experimental research design one group pre-test and post-test.

The population and sample in this research were 10 students of the elementary school in the informal class setting. The research instrument, in the form of 15 questions of multiple choice and 10 questions of matching words. The result of the research showed that there was a significant difference between the vocabulary mastery of third-grade students of elementary school at Queena Private Course in Pendo Sawalan Jepara before and after teaching by using Powtoon. It was proved by the average score of student vocabulary mastery before teaching by using Powtoon video is 50,5 and the standard deviation is

¹¹ Putri Wulan Diyah Safira, “The vocabulary mastery of the Third Grade Students of Elementary School Queena Private Course in Pendorawalan Jepara Taught by Using Powtoon Video”, (Thesis, University Muria Kudus, 2020), 1.

8,9. While the average score of vocabulary mastery after being taught by using Powtoon Video is 81,2 and the standard deviation is 6,63.

Even in the uncommon setting of class and extraordinary condition of a pandemic, students still showed a positive response during the learning process. The research concluded that Powtoon Video was an effective media that could improve vocabulary mastery for students. The similarity of this thesis was the researcher used Powtoon media, focusing on vocabulary mastery skill and the difference between her thesis was the research analysis this thesis used quantitative research method with experimental research design one group pre-test and post-test.

4. A Thesis by Ika Ramdani Lubis “Improving Students Vocabulary Mastery by Using Fly Swatter Game in the first grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia”.¹²

The subject of this research was grade VII-A of MTs Persatuan Amal Bakti (PABI) 1 Helvetia 2017/2018 academic year which consisted of 49 students. The object of this research was to improve the students' vocabulary mastery through the Fly Swatter Game. This research was conducted in two cycles which each consist of Planning, Acting, Observing, and Reflecting. The data were gathered through

¹² Ika Ramdani Lubis, “Improving Students Vocabulary Mastery by Using Fly Swatter Game in the first grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia”, (Thesis, UIN Sumatra Utara, 2017), 1.

qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation results. Then, quantitative data were obtained from the students' vocabulary scores of pre-test, post-test, and questionnaire. The similarity between both her thesis was researcher focus on vocabulary mastery, Both of the researches used classroom action research. The difference between the thesis was the research used the Fly Sweater Game method.

5. Improve The Tenth grade Students of SMK Wirasaba Karawang in Mastering Vocabulary Using English Songs.¹³

The used of English songs in class could help bring effective learning by providing fun learning classes, reducing student anxiety, fostering students' interest in learning and improving students' motivation to learn foreign languages. The popularity of pop songs ensured that they were very potential to motivate students to learn language. So that students would be more interested in learning through English songs that were considered fun and not boring. Some vocabulary that must be mastered by students through memorizing songs, namely the words that are in the lyrics of the song. This research was a Classroom Action Research. The research was to Improve The Tenth grade Students of SMK Wirasaba Karawang in Mastering Vocabulary Used English Songs. Songs could be trust to help remember

¹³ Yana, "Improve The Tenth grade Students of SMK Wirasaba Karawang in Mastering Vocabulary Using English Songs" *journal project Vol II, No. 3* (may 2020), 1-6

vocabulary and used the songs were interested in learning English. Memorizing songs could be use to develop English vocabulary mastery so that the purpose of learning English as a communication tool could be achieve optimally. It could be seen from the students' score on vocabulary test which increased from three vocabulary tests gave in Cycle I and Cycle II. In the students' achievement Cycle I is 67.33 and Cycle II is 83.7. it could be concluded that songs have a significant impact on improving students' vocabulary mastery.

**6. Luh Ayu Novi Ardaningsih, Ni Luh Putu Era Adnyayanti, 2022
“The Use of powtoon as the Learning Media in Teaching English in Elementary School”¹⁴**

Powtoon application was one of them that could be applied by the teacher in conveying the material. Powtoon was an application where the creator could make the video looked good, fun and attractive. On the other hand, it was also more effective to operate. Powtoon could have a tremendous influence on the students motivation in learning and helped teachers in delivering the material in the classroom. Powtoon could be used on all levels of education, especially at the elementary school level, because Powtoon could attract students' attention and motivated them at the same time. This study aims to identify and shared theoretical concepts and pedagogical practices of using Powtoon as the

¹⁴ Luh Ayu Novi Ardaningsih, Ni Luh Putu Era Adnyayanti, “The Use of powtoon as the Learning Media in Teaching English in Elementary School” *Journal JoES* Vol II, Issue 1(2022): 1-6

media for learning english at the elementary school level. This study used library research methods in obtaining the information which related to utilization of powtoon application on students and teacher's self-development in elementary schools.

Table 2.1

The Similarities and Differences

No 1	Name and Thesis Title 2	Similarity 3	Differences 4
1	A Thesis Written by Devita Wafirotul Afkar, 2019. "An analysis powtoon media for teaching english writing for junior high school students"	<ul style="list-style-type: none"> ● The similarity between both of the thesis was the researcher used media powtoon to teach English. 	<ul style="list-style-type: none"> ● The difference between the thesis was the research analysis and the writing skill. ● The researcher used qualitative research design.
2	A Thesis Written by Wirdatus Sakinah, 2021. "The Effect Using Powtoon Application on Students Listening Comprehension in Narrative Text at Eleventh Grade of MA Nurul Iman Rokan Hulu"	<ul style="list-style-type: none"> ● The similarity of both theses was the researcher used powtoon media in teaching English. 	<ul style="list-style-type: none"> ● The difference between of the thesis was the research of Effect used powtoon media application and then ● The researcher focused on the listening comprehension skill in narrative text. ● The researcher used quantitative

No 1	Name and Thesis Title 2	Similarity 3	Differences 4
			research design.
3	A Thesis Written by Putri Wulan Diah Safira, 2020 "The vocabulary mastery of the Third Grade Students of Elementary School Queena Private Course in Pendo Sawalan Jepara Taught by Using Powtoon Video".	<ul style="list-style-type: none"> ● The similarity of both theses was that researchers aim to increase vocabulary mastery in teaching English and using Powtoon Video. 	<ul style="list-style-type: none"> ● The difference The researcher used quantitative research method with experiment research design one group pre-test and post-test.
4	A Thesis Written by Ika Ramadani Lubis, 2017. "Improving Students Vocabulary Mastery by Using Fly Swatter Game in the first grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia".	<ul style="list-style-type: none"> ● The similarity of both theses was that researchers focused on vocabulary mastery. ● Both of the researchers used classroom action research. 	<ul style="list-style-type: none"> ● The difference between of the thesis was the research used Fly Swatter Game method
5	An article Written by Intan Permata Sari, Elva Asahra, Yana, 2019. "Improving Students' Vocabulary Mastery Using English Song the tenth grade students of SMK Wirasaba Karawang"	<ul style="list-style-type: none"> ● The similarity of both journals was that the researcher focused on vocabulary mastery. ● Both o f the researchers used classroom 	<ul style="list-style-type: none"> ● The difference between the thesis was the researcher used english songs to improve vocabulary mastery.

No 1	Name and Thesis Title 2	Similarity 3	Differences 4
		action research.	
6	An article Written by Luh Ayu Novi Ardaningsih, Ni Luh Putu Era Adnyayanti, 2022 “ The use of powtoon as the Learning Media in Teaching English in Elementary School”	<ul style="list-style-type: none"> • The similarity both of article was the researcher used powtoon media for teaching English Lesson 	<ul style="list-style-type: none"> • The difference between the articles was the researcher used the Library research method.

Based on the explanation above, it can be concluded that there were similarities and differences between this study and previous studies. The similarity was research uses the same media and aims to increase vocabulary mastery in teaching English. While the difference is the type of media and research design. The previous study above, the researcher used a PowToon media increase students' vocabulary mastery, while this thesis will use Powtoon media. Another specialty is the study researchers used Classroom Action Research, the researcher also pointed out several factors that can develop or increase vocabulary mastery, as well as increased student involvement, can increase the speed of thinking or remembering students' vocabulary. Students can learn how learning English to be active, the students can work to be the best and of course can be enjoyed learning English.

B. Theoretical Framework

1. Media

A learner's curriculum should include assignments, media, and activities, and in this case, the curriculum should promote young learners to learn new things. For learners, the used of media could provide learners with opportunities to interact with others.

a. Definition of Media

Media is one important learning instrument in the English teaching process. According to Anderson quotes by Bambang Warsita, media is divided into two categories, namely instructional aids and instructional media.¹⁵ Learning using tools is to help teachers (educators) in clarifying material messages that will be delivered. Therefore learning aids are also called teaching aids. As like photo frames (slides), maps, posters, graphics, flip charts, actual objects models, and up-to-learning environments that are used to clarify learning material. Raiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming into the classroom.¹⁶

¹⁵ Bahtra. Media pembelajaran powtoon. <http://bahtra12.blogspot.co.id/2015/04/media-pembelajaran-powtoon.html>

¹⁶ Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed.*, (USA: Allyn and Bacon, 1996), 67

Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, and textbooks. Modern means refer to videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities. Harmer stated that a range of objects, pictures, and other things can be used as instructional media to present language and to involve students in the activities.¹⁷

According to Geralch, there are six general categories of media.¹⁸ These categories can be related to presentation media using Powtoon animation video.

The first is pictures. Pictures consist of photographs of any object or event, which may be larger or smaller than the object or event it represents. The picture is media which is the production of the original form in 2D in the form of photographs. It can be concluded that the media image is a facility or infrastructure that is realized visually in 2D, which is used to help achieve learning goals. In Powtoon video presentation images are evidence of the example shown to students. So, students can find out the form of material which is delivered.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Ashford colour press,2007),177.

¹⁸ Venon Geralch and Donald Elly, *Teaching and media; A Systematic Approach*. (New Jersey;Practice Hall.198).P.297.

The second is audio recording. Audio technology also plays an important role in delivering information, without the audio in multimedia the results are incomplete. Sound or audio in multimedia is usually in the form of music sound effects. Recording made on magnetic tape, disc, motion picture, and soundtrack. On Powtoon recording is used to voice speakers from teachers or educators. The voice changer can adjust the material entered on the Powtoon video. The use of audio recordings will be more interesting to be explored.

The third is a motion picture. A motion picture is a moving image in color or black and white produced from live-action or graphic representation. It shows transition material including words and pictures.

The fourth program is sequences of information (verbal, visual, or audio) that are designed to elicit a predetermined response. The most common examples are program textbooks or instructional programs prepared for computers.

b. Criteria for Media Selection

Content refers to material in the media. An interactive learning video has a significant relation with the lesson. The choice of certain media must be conformed to the lesson (message) that will be given to the students. This Content refers

to material in the media. Sample interactive video has a significant relation with the lesson. This content includes learning material for English lessons. The purpose of learning with media is the use of the visual contributes to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process, the other purpose of selecting media are; 1) facilitate the learning process in the classroom, 2) improve the efficiency of the learning process, 3) maintain relevance between subject matter and the purpose of the lesson, 4) help concentration learning of the learning process. This is for increasing the efficiency of teaching and learning.

Price is about managing expenses teaching in the class. Before buying certain visual aids, a teacher should consider whether the cost of money spent is by the educational result derived from its use. The education costs incurred to make media more than digital media.

The circumstance of use is about checking equipment for applying media. In choosing a visual aid, a teacher should take into account the environment (school) where he or she teaches. They should think about whether the aid would function effectively in that environment. An example, before the learning

process begins the teacher prepares equipment for presentations, such as; a projector, LCDs, and laptops.

Learners' verifications about a teacher must think about material adjustment with students who receive teaching using the media so that the media can be conveyed appropriately. Before choosing learning materials adjust the curriculum with the material to achieve learning objectives well.

c. The Purpose of Video Media in Teaching Learning

Audiovisual or video media is a medium that is now being enjoyed by the public. With shows that are so clear, the public can see them or monitor them repeatedly. In video media, there are two elements mutually united namely audio and visual. The audio element allows students to be able to receive learning messages through hearing. The visual element allows creating a message to learn through visualization. According to Ronald Anderson,¹⁹ Video media is a series of electronic images accompanied by sound elements. Audio also has elements of the image that is poured through video. There are several objectives of video media in learning, namely:

The first is about cognition. Cognitive is all effort concerning brain activity. It means that cognition in the learning

¹⁹ Anderson Ronald H. (1994). *Pemilihan dan Pengembangan Media untuk Pembelajaran* (terjemahan Yusuf hadi Miarson,dkk). Jakarta:Raja Grafindo Persada.

process is an interpreter of material understanding. Cognitive goals include education about memory or recognition of knowledge and development of intellect, there are several cognitive purposes, namely: a) video can develop cognitive partners that involve the ability to recognize again and the ability to provide motion stimulus and suitability. b) Through video can also be taught the knowledge of the laws of certain principles. c) Videos can be used to show examples and how to behave or act in an appearance, in particular those involving student interactions.

The second effect is the scope related to attitudes and values. There are several objectives in affective purpose: a) Video is a good medium for conveying information in affective terms, b) Video cause effects and techniques, videos can be a very good medium of nature influencing nature and emotions.

The third psychomotor is the scope related to the skill. There are several objectives in psychomotor purpose: a) Video is the right media to show examples of skills that involve motion. By using this tool explained, either by slowing down or speeding up, it is displayed. b) through video students can immediately get visual feedback on their abilities so they can try the skills that concern the movement.

Learning using video media in the learning process can be used to assist or facilitate students at the time of delivery of material or assignments. This video media is effectively used for schools that have the availability of facilities such as projectors and LCDs.

d. Using Video Media in English Learning

According to Wang, there are three goals of teaching English with video media:

The first is to facilitate the development of EFL learners language skills, it means the video will provide a lot of information for learners, get their attention to focus on the Lesson in the video and improve their comprehensive linguistic competence.

The second is cultivating students' competence in intercultural communication. When the video is presented in the classroom, it not only gives information about the language, but the learners also can learn about the culture of English native speakers. Then, it will be supporting the learners' communicative competence in English.

The third is to cultivate students' aesthetic values and ability to appreciate English videos. In this case, the video does not only present information about what the students have

watched but it is expected to make the students have impressions of the video in their minds. It will encourage them to have deep thinking and critical review.

Then Harmer states that deploying video in English language learning provides special points to the students, seeing language in use, cross-cultural awareness, the power of creation, and motivation.²⁰ It means the video plays an important role in the classroom because the students do not only listen to the language used by native speakers, but they also can see about the language used in real context.

e. Techniques of Using Video in Teaching English

With the rapid development of science and technology, especially in terms of the development of communication technology, the learning media used by teachers at present is not only conventional learning media in the form of blackboard, pictures, and posters. With the presence of communication technology in the form of audio-visual media such as computers, television sets, radios, tape recorders, film, and so on, they can also be used as learning media. According to Sand and Brown, several common procedures of using a video in teaching are the following:

²⁰ Harmer, J S, *The Practice of English Language Teaching* , Third Edition Completly Revised and update, Malaysia. Longman 2006.

- 1) Pick a particular clip to present the main content of the video. The teacher does not always need to let students watch the whole part of the video, but they will select some essential parts and discuss it with the students.
- 2) Prepare guidelines for students' activities and discussion questions on what they have to see, hear, and look for. Commonly, when a video is presented in the class, there is no specific instruction about what the students have to learn from the video and what they have to do after watching the video. This matter should be well organized to guide the students in achieving the learning objectives.
- 3) Introduce the video briefly. Giving information to the students about what they have to watch is an important action to activate the students' prior knowledge and help them in the process of comprehending the information.
- 4) Play the video. When playing video, the teachers have to facilitate the students to focus on what they watch.
- 5) Stop the video at any part to highlight a point or reply to it for exercise. It will be effective to guide the students to understand what they learn.
- 6) Set a time for reflection on what they have watched. This activity is really beneficial in order to gather information

that relates to the students' understanding about what they have watched. In addition, it can facilitate the students to practice their communicative competence, especially in delivering information orally.

- 7) Design an active learning activity. This point is most influential, the teaching and learning activities will not run effectively if the teachers do not prepare what the teachers and students have to do during the class. In this part, the teachers' capabilities to run appropriate techniques are needed.²¹

2. Powtoon

a. Definition of Powtoon

Information technology continues to grow every second with the development of an increasingly sophisticated era. Various kinds of software are scattered from instant to complex and from free to commercial ones. A community of observers of software such as formulation is one of the factors by sharing information and knowledge.²²

This is one strong reason that humans must be able to defeat technology, which means that our skills (together) in

²¹ Sand, Lester (1956). *Audio Visual Teaching Procedures*. new york:

²² Zhang, Y.A (2012). *Developing Animated Cartoons for Economic. Teaching. Journal of University teaching and learning Practice Volume 9*

maximizing the use of software are preferred over the ability of the software itself. For that, a teacher is not only required to be selective in choosing software but also creative in developing its use so that it is more beneficial for teachers and students. A stick can certainly not be used to clean up, one software is not enough to meet our needs in classroom learning. Like the presentation software that is our idol, PowerPoint. Therefore we choose the Powtoon application.

Powtoon is a web-based animation software that allows users to quickly and easily animated presentations by manipulating pre-created objects, imported images, providing music, and user-created voice-overs. Powtoon is used by businesses to create engaging, creative presentations that capture attention, and can be similarly used for educational assessment and content delivery.²³ Powtoon is a tool whose operation is similar to PowerPoint, Impress, or even Prezi. It uses a slide to which text and images can be added, but it also allows animation and incorporation of sound or music, available in the same application or through an external source.²⁴ The result is a product that mixes the look or the appearance of a PowerPoint

²³ Gupta Priyanka blog, Powtoon in The Classroom. <http://edtechreview.in/reviews/2887-tool-for-teachers-powtoon-in-the-classroom>.

²⁴ Gupta Priyanka blog, Powtoon in The Classroom. <http://edtechreview.in/reviews/2887-tool-for-teachers-powtoon-in-the-classroom>.

Presentations are a fast and eye-catching way to deliver information to diverse audiences within a very short time.

Picture 3.1



The selection of Powtoon's audio-visual learning media is very appropriate when used to arouse student's learning outcomes in the learning process. Powtoon's animated video has a variety of animated features that are very interesting including handwriting animation, cartoon animations, and more lively transition effects and very easy timeline setting. The powtoon media is easily used as a medium for delivering learning material in an interesting way, students are not saturated with the material that the teacher delivers. In addition, the Powtoon can choose the music or sound record to make the material more unique.

So that the presence of this powtoon audiovisual media can complement what is not contained in ordinary audiovisual media such that users can enter learning material into the video with an

attractive appearance so that students not only watch but also observe the material presented in the audiovisual media powtoon.

The way to operate Powtoon to be a good video. First, make sure you have logged into the Powtoon site, and on your dashboard select start from scratch click the edit button. For the slide, the title already has a template that you can select and edit later. Just choose whatever you like. Click the add button to add a new slide. To make more advanced customizations, you can select start and editing

b. Powtoon and Language Learning

The development of technology has a lot of software that can help us in presentations such as PowerPoint. But it turns out there is still much other software that is more interesting and easier, for example, Prezi, Powtoon, and other software. This software can be used for presentations but we do not know yet how to use them.

Powtoon is an online service to make an exposure that has very interesting animation features including handwriting animations, cartoon animations, more vibrant transition effects, and very timeline settings. Almost all features can be accessed on screen, making the Powtoon easy to use in the process of making an exposure. The exposure that has built-in cartoon characters,

animated models, and other cartoon objects makes this service very suitable for teaching media, because it will lead to a relaxed and non-formal atmosphere in classroom learning.

Powtoon has been extensively designed and tested to ensure that it is as simple as possible while without sacrificing the slightest quality or professionalism. We have every animation tool needed to always add more features, templates, and styles. Powtoon can turn on our presentations because audiences can communicate via video animation. With dynamic characters, eye-popping images, and active text and other sequences, Powtoon helps us capture audience attention and imagination. By using Powtoon our presentation will be more alive and not boring.

The use of Powtoon in learning is indeed a new application, and not many people know about Powtoons' media. The application of the Powtoon media is not much different from the PowerPoint media to present a teaching material but Powtoon is more interesting because of the many kinds of animations. The problem of teachers in schools is what kind of media can make students easily accept the material provided by the teacher. Powtoon's media can make the classroom atmosphere livelier and not bore students because it has many features and animation that

make it interesting for students to listen and pay attention to teaching.

3. Vocabulary Mastery

a. The Definition of Vocabulary Mastery

According to Thornbury²⁵ Without vocabulary, nothing can be ably conveyed. It means without vocabulary there is no value meaning that can be transferred to others in communication. It helps the learners to understand the message of the communication. That also stated Thornbury vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. The conclusion is that vocabulary is a collection.

According Hatch and Brown²⁶ vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that vocabulary is one of the important components of language to communicate. Vocabulary is very important for a student. According to Thomburry Vocabulary is the knowledge of the meanings of the word.²⁷ In English, teaching vocabulary.

²⁵ Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002),.13

²⁶ Cheryl Brown and Evelyn Hatch, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), 1.

²⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to practice*, (USA: lawrence Erlbaum Associates. 2005)ss,3

Vocabulary mastery includes pronunciation, spelling, and meaning. Vocabulary is a familiar collection of words that we often hear in language. So, a vocabulary is word storage of words and is used as a tool for communication. The more familiar or frequently heard words in the brain, the faster they are remembered.

Vocabulary is one of the most important things in learning foreign languages. For example, learning English. Vocabulary also has an important role in language learning. Someone that wants to communicate can be very difficult when he tries to translate it to English because he or she does not have enough vocabulary storage. The same case will happen when we try to listen to what people say. It will be difficult if we have not ever heard a word that he or she says. Without a lot of vocabulary, it is impossible to use English correctly and clearly. It is proven that vocabulary is very important when we learn a foreign language, especially the English language which has a variety of vocabulary.²⁸

Based on Davis's theory vocabulary knowledge is Vocabulary mastery is a competence to know words and meaning.

A person must master to know a word.²⁹

1) The meanings of the word

²⁸ Intan permata sari, elva elvinna asahra, yana, improving students vocabulary mastery using english song,

²⁹ Nobert Scmitt, *Vocabulary in Language Teaching* : New York Cambridge University press 2000. 5

- 2) The written form of the word
- 3) The spoken of the word
- 4) The grammatical behavior of the word
- 5) The collocation of the word
- 6) The register of the word
- 7) The association of the word
- 8) The frequency of the word

b. The Importance of Vocabulary

Vocabulary is basic to learn English. It is the reason why vocabulary is very important to teach for students. According to John Dewey that vocabulary is important critically because a word is an instrument for thought about the meanings which would express. Allen said that vocabulary is very important in a language. Vocabulary is classical communication

Learning vocabulary takes a long process from knowing, remembering, and understanding words. When we learn or are taught about vocabulary we repeat words day to day continually. Smith said that one important finding from research suggested that vocabulary learning never stops. Vocabulary learning is a continual process of encounter new words

c. Type of Vocabulary

In learning vocabulary, the types of vocabulary, They are:

1) Receptive Vocabulary (Passive Vocabulary)

The Receptive vocabulary as the language items which can only be recognized and comprehended in the context of reading and listening material.³⁰ Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which can not produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but not used when he speaks or writes.

2) Productive Vocabulary (Active Vocabulary)

Productive Vocabulary to be language items which the learner can recall and use appropriately in speech and writing.³¹

Productive Vocabulary is the words, which the learners

³⁰ Ruth Gairns and Stuart Redman, *Working with Words: A guide to teaching and learning vocabulary* (Cambridge : Cambridge University Press, 1986), , 64

³¹ Ruth Gairns and Stuart Redman, *Working with Words: A guide to teaching and learning vocabulary* (Cambridge : Cambridge University Press, 1986), 65

understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Thornbury mention nine kinds of vocabulary, they are:³²

a) Word Classes : it is known as morphology and syntax or well known as part of speech, such as;

- (1) Noun: table, chair, child, etc.
- (2) Pronouns: I, you, our, them, etc.
- (3) Verbs: doing, looking, eating, etc.
- (4) Adjective: cute, smart, clever, etc.
- (5) Adverb: up, down, cutely, perfectly, etc.
- (6) Prepositions: in, an, at, for, about, etc.
- (7) Conjunction: and, but, or, etc.
- (8) Determiner: first, every, all, a few, etc.

b) Word Families: this type talks about affixation: it is the ways how new words are formed. The process of affixation will be forming different grammatical form of a word called inflexions, for example; from root

³² Thornbury, *How to Teach Speaking* (London: Longman, 2005), 41.

“play” become “plays”, “playing”, and “played”. Also a word that result from the root is called derivaties, for example; from root “play” become “player”, “playful”, and “replay”.

c) Word Formation: in English there are several types of word formation, such as:

(1) Compounding: it is the process of combining of two or more independent words. Example: second-hand, paperback, and so on.

(2) Blanding: two words can be blend to from one new one, for example: breakfast + lunch = brunch.

(3) Conversion: it happens when word from one part of speech used as another; as in: I always google very information I need. Word Google belongs to noun, but in those sentence changed into verb.

(4) Clipping: from long word become new word coined by shortening; such as influenze = flu, electronic mail = email, and so on.

Haycraft in Hatch and Brown stated “Receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly. Whereas, productive vocabulary is words which the student understands, can pronounce correctly and use constructively in speaking and writing.”³³

Ideally, all of the kinds of vocabulary above should be known by the teacher. By knowing and understanding those kinds of vocabulary, it can help teacher takes decision in write syllabus planners and makes proper material for teaching vocabulary.

d. Teaching and Learning Vocabulary

There are kinds of strategies of Increasing Vocabulary

Mastery they are:

a) Vocabulary Strategies

Based on Brown and Payne theory in Hatch Evelyn and Cheryl Brown book ³⁴ mention five essential steps in vocabulary learning that represent what learners must do.

The five steps are: “(1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong

³³ Hatch and Brown, *Teaching by Principles; An Interactive Approach Language to Language Pedagogy* (New York: Person Education, 2001), 370.

³⁴ Hatch Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge : Cambridge University Press, 1995), 373

memory connection between the forms and meanings of the words; and (5) using the words.

b) Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

c) Social Strategies

A second way to discover new meanings is to use the social strategy of asking insiders. Teachers are often in this position. They can be asked to help in 24 different ways. They can be asked to help in a variety of ways: giving the L1 or L2 translation, giving a synonym, definition, and paraphrasing.

d) Memory Strategies

Most memory strategies rely on relating the word to be retained with some previous learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping, etc.

e) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused especially on

manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.



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CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher discussed the research methodology covering research design, research setting, population and sample, the technique of collecting data, the procedure of action research, technique of analysis data, the criteria of the action success.

A. Research Design

The research design of this research was Classroom Action Research. Classroom action research was carried out by teacher in their context, in their classrooms. Teachers identified a problem or an area they wish to improve and based on theory of experience or hypothesis they thought of an intervention. They documented the intervention and results of it. If the results were positive they could lead to the dissemination of the information. If not, the cycle may be started again.³⁵ In this research, the researcher collaborated with the English teacher the Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember to increase vocabulary mastery by using Powtoon media.

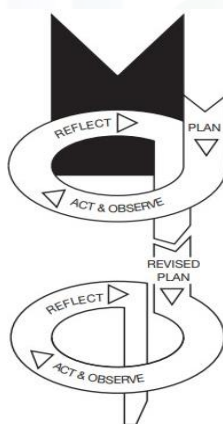
In conducting the research, the researcher's role was as an English teacher. The researcher taught English in class VII, while the English teacher's role was an observer or collaborator. She observed the action of the research while teaching and learning process was committed in the class. One cycle had 3 meetings. 2 meeting for teaching and 1 meeting for conducting the test.

³⁵Anne Burns, "Doing Action Research in English Language Teaching", (New York: Routledge, 2010), 5.

As the previous explanation above classroom action research has several procedures. In this research, researcher applied the classroom action research adopted by Kemmish and Mc. Taggart that consists of four steps of action research, they are planning, action, observing and reflecting.

Picture 3.2

Action Research Spiral, Model from Kemmish and Mc. Taggart (1998)



Cycle I

1. Planning

For the first, the researcher prepared or made a lesson plan for the meeting. The topic which discussed about part of speech. In planning of action research, research have been prepare: (1) lesson plan (RPP) (2) material which was suitable with topic discussion about (vocabulary in content word category; nouns and verb), (3) the task for students, (4) the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would

observe the teaching learning process in which powtoon media was implement.

And the next step the researcher prepared the instrument of teaching and learning activities. The researcher made a students' worksheet about something for the test one and test two.

2. Action

It was act to implement the lesson plan. The researcher applied the powtoon media to increase students' vocabulary especially in content words category: nouns and verbs. The researcher explained how to play powtoon media or explained about the implementation of powtoon media, students watched powtoon video with a specified time that was for 4 second, teacher asked the student to find new word or new vocabulary.

3. Observation

In this step, the research observed the process work also the students' response, participation, achievement, and everything which found during in teaching and learning process by using powtoon media. While the observing, the researchers should notice all of activities in the classroom.

Data Collection Method

a. Primary data

Vocabulary test

In this research the researcher applied the vocabulary test, because the researcher wanted to know and measure the students' vocabulary mastery after using powtoon media. The vocabulary test was construct by the researcher used competent based on curriculum principle. The form of the test was gap-fill. Gap-fill test was required learners to recall the from memory in order to complete a sentence or text. They tested the ability to produce a word rather than simply recognize it. The best-known example of this test type was the cloze test. In a cloze test, the gaps are regularly specced. Example every seventh, eighth, or ninth word. as in this example, in which every sixth word has been deleted.³⁶

The researcher applied the pre-test in the beginning, and the test in the end of cycle 1 and cycle 2. Moreover the researcher assessed the students score by looking for the assessment. The assessment was presented in the table below.

b. Secondary data

Interview

The researcher interviewed the English teacher. The purpose of the interview was to support the data about the students' vocabulary mastery. For the interviewing with the

³⁶ Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh ; Pearson Education Limited, 2002), 133

English teacher, it was known that the VII class has low score in vocabulary mastery.

Observation

In this research, the researcher observed the students of VII MTs Ashri during the teaching learning process in the class. In this class use demonstration method, the teacher did not use media at all. So I tried to use Powtoon media to increase vocabulary mastery.

4. Reflection

The researcher and the teacher analyzed what has been going in the classroom. Reflection conducted to determine the extent to which the powtoon media could increase the students' vocabulary mastery. The researcher applied the cycle N. With the same procedure such as in cycle I.

Data analysis was a way to analyze the result of the data. The collected data was students' vocabulary test score in every cycle. The purpose of data analysis was whether vocabulary mastery using Powtoon Media increased or not. To know the mean score of the students' vocabulary mastery test, the researcher used a formula as follows:³⁷

³⁷ Mills guy, *Edycation Research Competencies for Analysis and Applications* , (Person Education Limited 2016), 521

$$x = \frac{\sum x}{N}$$

Notes:

x= The mean score
 $\sum x$ = The sum of the score of all students
 N= The number of the students

The result of vocabulary test was analyzed by using the following formula³⁸ to find out the percentage score:

$$E = \frac{n}{N} x 100 \%$$

Notes:

E= The percentage of students who mastery the minimum standard score
 n= The number of students who mastery the minimum score
 N= The total number of students

B. Research Setting

1. Research of Location

The research was conducted at MTs Ashri Jember which was locat.

The research choosed the MTs Ashri Jember as the place of research because in that school the students still had many problems in increased the vocabulary mastery.

³⁸ Mills guy, *Edycation Research Competencies for Analysis and Applications* , (Person Education Limited 2016), 521

C. Research of Subject

The research subject was the seventh grade students of MTs Asri Jember in the academic year 2021/2022. The class has 36 students, consist 36 female. The subject was chosen because students in this class has problems in vocabulary mastery and the most of students in this class has a low score. It could be known base on the interview with English teacher and observation.

D. Criteria of success

Based on the school agreement between the researcher and the teacher, classroom action research could be call successful if it could exceed the criteria that had been determined, that was when there were 75 % of students could achieve the target score.³⁹ It mean that during CAR students had to achieve the target score of KKM 70 of vocabulary test started from the pre-test until the second post-test in cycle two. Moreover, CAR was able to be called as fail if it was could not exceed the criteria that had been detained. Then, the alternative action would be done in the next cycle.

E. Research Procedure

The process of this research was followed some stages :

1. Taking a Preliminary Study
 - a. Observed the class

³⁹ Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta : P.T. Indeks, 2009), p. 53

b. Interviewed the teacher and the students'

2. Planning the Action

- a. Established research schedule
- b. Prepared a lesson plan
- c. Prepared strategy, materials and media
- d. Established a criteria of success
- e. Established analytical scoring rubrics

3. Implementing the Action

- a. Plan
- b. Action
- c. Observe
- d. Reflect

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed the profile of the school, the research finding and discussion based on the result of the analysis of collected data and data description.

A. Profile of MTs Ashri Jember

MTs Ashri Jember located in JL. KH. SHIDDIQ NO 82, Kaliwates, Kec. Kaliwates, Kab. Jember Prov. Jawa Timur. The vision of MTs Ashri Jember was “The creation of graduates who have human resources who are faithful, cautious, critical, creative, communicative and collaborative”. The school mission was “Determine the strategic steps that create graduates who have human resources who are faithful, pious, critical, creative, communicative and collaborative”.

B. Research Findings

This section focused on the result of the Classroom Action Research (CAR) and the research finding was obtained from the beginning until the end of the teaching and learning process. The researcher conducted research at MTs Ashri Jember. The researcher was prepared one cycle consisting of three meetings. In the last meeting, the researcher conducted a vocabulary test to know the increased of students' vocabulary mastery. Before the research

conducted the cycle, the researcher did the preliminary study to measure students' vocabulary mastery at first. The explanation was below:

1. The Result of Preliminary Study

Preliminary study was conducted on 21 May 2022. The researcher asked permission to conduct the research and interviewed the English teacher to know the student vocabulary mastery. Score and the problem that faced by students at the seventh grade of MTs Ashri Jember. The researcher distributed the task. There were 20 questions multiple choices and 5 questions gap-fill.

Based on the data, the researcher got the data on students' vocabulary mastery score that showed only 47.22 % students who passed the standard minimum score 75. For detailed information, the researcher presented the table of vocabulary scores in the preliminary study.

Table 2.3

Vocabulary score in the preliminary study

No	Name	Score	Criteria
1	AFKR	52	Unsuccessful
2	ASNA	62	Unsuccessful
3	AA	75	Successful
4	AZM	80	Successful
5	AAS	70	Unsuccessful

6	AIS	76	Successful
7	AZL	76	Successful
8	BKF	80	Successful
9	BAH	70	Unsuccessful
10	EM	80	Successful
11	EAN	56	Unsuccessful
12	ENA	76	Successful
13	FAK	80	Successful
14	FFZH	68	Unsuccessful
15	FRJ	60	Unsuccessful
16	INA	80	Successful
17	JSFA	64	Unsuccessful
18	KSS	56	Unsuccessful
19	KAR	52	Unsuccessful
20	MNN	84	Successful
21	MMR	80	Successful
22	NINF	48	Unsuccessful
23	NML	64	Unsuccessful
24	NMCP	76	Successful
25	NRHR	64	Unsuccessful
26	NAH	62	Unsuccessful
27	NAS	52	Unsuccessful
28	OIR	76	Successful
29	RRA	80	Successful
30	SCP	76	Successful
31	SFH	52	Unsuccessful
32	SZM	76	Successful
33	SLM	80	Successful
34	SRM	52	Unsuccessful
35	SAM	76	Unsuccessful
36	YDY	52	Unsuccessful
JUMLAH		2463	

Based on the data above, the writer highlighted red color toward students who had not reached the KKM 75. They showed the result of a pretest in vocabulary mastery. Firstly, the writer calculated the mean score with the formula that has already been pointed out.

The average students' high score:

$$x = \frac{\sum x}{N}$$

$$x = \frac{2463}{36}$$

$$x = 68,41$$

Notes:

X = The mean score

$\sum x$ = The sum of the score of all students

N = The number of the students

Next, to find out the class percentage that passed the target score of minimal mastery level criterion, Kriteria Ketuntasan

Minimal (KKM) the writer used the following formula:

The result of vocabulary test:

$$E = \frac{n}{N} x 100 \%$$

$$E = \frac{17}{36} x 100 \%$$

$$E = 47,22\%$$

Notes:

E= The percentage of students who mastery the minimum standard score

n= The number of students who mastery the minimum score

N= The total number of students

Based on the result of preliminary study, the data showed that the mean score of preliminary study was 68,41. There were only 17 students or 47,22% of students who got the score passed the minimal mastery level criterion KKM). After analyzing the result of the preliminary study, it could be concluded that most students at seventh grade of Ashri Jember have difficulty in vocabulary mastery. Therefore, the researcher tried out the solution to overcome this problem. The researcher used PowToon media in every cycle of Classroom Action Research to solve the problem and to increase students' vocabulary mastery.

2. The Implementation of Action Research

This research was done on 21 May until 8 June 2022. The description of the research implementation can be explained as follow:

a. Planning

The first time researcher interviewed with English teacher of MTs Ashri. The interview was conducted in teacher office MTs Ashri on Sunday, 22 of May 2022. The result of the interview with the teacher explained that the students' vocabulary mastery was low, why this problem occurs because the first, they weren't really excited to learn English lessons, the second, they thought vocabulary was very hard to remember.

Sometimes the students were bored to learn an English Lesson because they were not interested in learning an English Lesson, when the teacher explained the Lesson, they were saturated with demonstrated explanation without media at all. The problem of teacher in school was actually what kind of media could make students easily accepted the material provided by the teacher. The researcher and English teacher tried to solve the problem by discussing the media to increase the students' vocabulary mastery.

After that the researcher decided to use PowToon media to increase vocabulary mastery. Then, the English teacher allowed her to implement this media because the English teacher had been never used media before. PowToon media was able to make the classroom environment livelier and

did not make students bored because it had many features and animation that made it interesting for students to listen and pay attention to teaching and learning. The researcher tried to use PowToon media to increase vocabulary mastery.

Afterward, the researcher prepared everything related to the steps of the action. The researcher discussed with the English teacher as a collaborator to make a lesson plan. The researcher designed three meetings for vocabulary tests. She made lesson plans for each meeting. The researcher also prepared the media and material which were appropriate for level 2013 for junior high school. The material was about descriptive text.

After knowing the condition of the students based on the discussion with Mrs. Uus as a collaborator, the researcher prepared the media and the materials. The researcher also prepared the lesson plan that had been arranged with the collaborator. The lesson plan included selecting appropriate material. The teaching and learning process was focused on the use of PowToon media and the material was descriptive text. The researcher designed two meetings for teaching, asking and giving opinion using PowToon media, and one meeting for post-test.

b. Acting

The English teacher helped the researcher in observing the students and took the field notes during the teaching learning process. When teaching vocabulary in the class, the steps of the researcher implemented the action based on the lesson plan. After preparing all of the materials, the researcher began the class by greeting, praying and checking students' attendance

. In this meeting, the researcher started to explain about descriptive text and the researcher concentrated on increasing students Vocabulary mastery in descriptive text by using Powtoon media included definition, social function, generic structure, the language feature and Vocabulary mastery focus on word content, namely nouns. At this moment the students focused on the researcher's explanation. They followed the instructions from the researcher. They asked some questions if they did not understand the material's about descriptive text.

In implementing the action, the researcher was as the teacher the steps of implementing the action based on the Lesson plan prepared by the researcher. The description of the action that have been implemented is below:

1) First Meeting

The researcher conducted on Monday, 24 May 2022, the researcher conducted the teaching and learning process accompanied with the English teacher as collaborator. There were some steps to doing the action. *First*, the researcher began the class by greeting, praying, introducing herself and checked the students' attendance list. After checking the attendance list the researcher gave some information to them about what they were going to have in the meeting.

Second, the researcher explained about the material and the purpose of study. In this step, the researcher started to explain about descriptive text and the researcher concentrated on increased students Vocabulary mastery in descriptive text by using PowToon media included definition, social function, generic structure, the language feature and Vocabulary mastery focused on word content, namely nouns. *Third*, the researcher showed PowToon video about descriptive text, the students must focus on the material by PowToon video. After the students watched the PowToon video the researcher gave time to students to

asked some question about descriptive text. The meeting lasted two hours, we began from seven o'clock until eight quarter o'clock.

2) Second Meeting

The second meeting was conducted on Tuesday, 7 June 2022. In the second meeting, the activity was not different from the first meeting. The researcher opened the meeting by greeting, praying and checking students' attendance list. Next, the researcher brainstormed with students by asking about material descriptive text to make sure the students still remembered about the material.

As like the first meeting, the researcher began the class by greeting, praying, and checking the students' attendance list. After checking the attendance list the researcher gave some explanation to them about what they watched in the PowToon media about descriptive text describing people, they must be looked for a noun in the text. The researcher gave them time to watch the video 15 second for looked for a noun.

3) Third Meeting was conducted on Monday, 8 of June 2022 from 07.30 until 08.15 posttest the researcher

began the class by greeting, praying, and checking the student's attendance list. In this meeting the students do the vocabulary mastery post-test. There were 20 questions multiple choices and 5 questions gap-fill.

c. Observing

Observing was an aspect which can help the researcher to understand her research. During the classroom action research conducted in the first, second and third meeting, the researcher and collaborator observed all of activities in the classroom which consists of teaching activity, students' process and students' response.

The results of the observation in the first meeting, that it was still not optimal yet. It means there was not improvement in increase students' vocabulary and students also achieved the criteria of success. Some students were more enthusiastic in teaching and learning activity. They could be confused matching vocabulary with the meaning. So, researcher decided to make a group. It is caused, the activities in watch the PowToon video when they listen and watch that help students to memorize vocabulary, known the pronunciation and find meaning.

d. Reflecting

In this phase, the research reflected the implementation of PowToon media. It took three meeting treatments to make a great increase toward students' vocabulary mastery. The researcher conducted treatment to help them increased their vocabulary mastery. This treatment and evaluations certainly changed the students' performance toward vocabulary mastery. The researcher checked the field note of the second meeting. The students focused on the researcher's explanation. They understood well about descriptive text. The students could recognize and determined the generic structure. Based, several students became brave enough to speak in front of their classmates. They got new vocabularies and their pronunciation was good. It could be seen when the students performed in front of the classmate, they spoke fluently and they could pronounce words correctly. In this meeting, condition of the class is better than previous meeting.

The Result of Post-Implementation Action Research

To find out the results of students' vocabulary mastery of post-test we able to see from the table:

Table 2.4
Vocabulary Score after Implementation the Action

No	Name	Score	Criteria
1	AFKR	88	Successful
2	ASNA	92	Successful
3	AA	92	Successful
4	AZM	52	Unsuccessful
5	AAS	88	Successful
6	AIS	100	Successful
7	AZL	68	Unsuccessful
8	BKF	96	Successful
9	BAH	80	Successful
10	EM	92	Successful
11	EAN	88	Successful
12	ENA	96	Successful
13	FAK	88	Successful
14	FFZH	80	Successful
15	FRJ	84	Successful
16	INA	92	Successful
17	JSFA	92	Successful
18	KSS	88	Successful
19	KAR	72	Unsuccessful
20	MNN	92	Successful
21	MMR	96	Successful
22	NINF	56	Unsuccessful
23	NML	88	Successful
24	NMCP	100	Successful
25	NRHR	88	Successful
26	NAH	56	Unsuccessful
27	NAS	84	Successful
28	OIR	68	Unsuccessful
29	RRA	92	Successful
30	SCP	88	Successful
31	SFH	84	Successful
32	SZM	88	Successful

33	SLM	84	Successful
34	SRM	72	Unsuccessful
35	SAM	80	Successful
36	YDY	64	Unsuccessful
TOTAL		3008	

Best on the table above, the mean of indicators are follows:

$$x = \frac{\sum x}{N}$$

$$x = \frac{3008}{36}$$

$$x = 83,55$$

Notes:

X = The mean score

$\sum x$ = The sum of the score of all students

N = The number of the students

Next, to find out the class percentage that passed the target score of minimal mastery level criterion, Kriteria Ketuntasan Minimal KKM) the writer used the following formula:

The result of vocabulary test:

$$E = \frac{n}{N} x 100 \%$$

$$E = \frac{28}{36} x 100 \%$$

$$E = 77,77\%$$

Notes:

E= The percentage of students who mastery the minimum standard score

n= The number of students who mastery the minimum score

N= The total number of students

Based on the explanation above, the students mean score was 83,55 which means the score was sufficient for the standard minimum score (learning achievement). Also, percentage of the students was 77,77% and it was sufficient too from the criteria of success.

From the result above, there are 8 students only who did not achieve the criteria of success, besides that there are 28 students who achieve the criteria of success in 70 of learning achievement. If presented the result was 77,77%. The use of PowToon media was a success increase students' vocabulary mastery.

Based on the point above the researcher considered that the implementation of PowToon media to increase vocabulary mastery is very successful. Therefore, this researcher was ended in cycle one only. The researcher concludes that use PowToon media increase vocabulary mastery at seventh A grade of MTs Ashri Jember.

C. DISCUSSION

In this chapter the researcher discussedS the researcher finding covering The Use of PowToon Media Increase Vocabulary Mastery of the Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember. The details of the discussion are explained as follow:

1. Using PowToon media to Increase Vocabulary Mastery

This study focused on PowToon Media Increase Vocabulary Mastery of the Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember. The researcher interview with English teacher of seventh grades. In the preliminary study, most of the students lazy to learning English and did not interested.

After finding some problems from the students, the researcher decided to use of PowToon media increase students Vocabulary Mastery. Ms. Uus as the English teacher said many students did not interest and lazy to learning English. So, to increase students Vocabulary Mastery should make media to make them more interest to learn and understand the Vocabulary.⁴⁰

The interview researcher discussed with the English teacher that wanted to give the media to seventh grade students. Therefor the researcher chose PowToon media to make students interested to learning English lesson. From there students should be attention.

This research was classifies as classroom action researcher (CAR) which adopter from the theory of Kemmis and Mc. Taggart that consist of four stages, those are planning of the action, implementing or acting of the action, observing the action, and reflecting the action.⁴¹

⁴⁰ Erwin HariKurniawan, "Improving Vocabulary Ability by Using Powtoon video," *Journal Cendekia*, (June 2009): 1-17.

⁴¹ Anne Burns, "Doing Action Research in English Language Teaching", (New York: Routledge, 2010), 5

a. Planning of the action

Researcher made plan before doing the action. In this step researcher prepare the media (PowToon video), bring papers, the lesson plan, and field note for observation. The researcher is an English teacher and the English teacher as a collaborator in this step.

b. Implementing of the action

In this part, the researcher use PowToon video as media increase students' vocabulary mastery, the researcher give a PowToon video about introduction. The researcher was conducted three meetings. The first, researcher made the explanation in detail about PowToon media. Then the researcher divided into 6 groups, which inside every group are 6 students. For every group is given a task. From the task students in every group can discussed about the vocabulary. And then the students write the vocabulary with the meaning. Next, students submit the result to the Teacher (the researcher). The researcher gives a post-test to know whether the use PowToon media increase vocabulary mastery or not

c. Observing of The Action

The researcher observer the students' activities, the situation, also the problem found during the learning process. The students have interested in used PowToon media, enthusiastic in

finding vocabulary use PowToon media to find difficult vocabulary, understood how to pronounce the vocabulary. Students also diffculted in distinguishing, and finding verbs and nouns. The students' ability were increased after using Powtoon media because the test score before using Powtoon media was relatively low. The students higher than the diagnostic score in cycle I after using Powtoon media.

d. Reflecting of the Action

The result of post-test students showed that implementing PowToon as media very work increase students' vocabulary mastery. It can be concluded by analyzing the student score between researcher and English teacher as s collaborator. The percentage result before the action implement was 47,22% the data showed that the mean score of preliminary study was 68,41.

This section presented the discussion of the research finding of teaching vocabulary mastery by using PowToon media related to the theories. After the researcher implemented PowToon. Media the student's mean score 83,55. There were 28 students or 77,77% of the students who got the score above the passing grade, meanwhile the other 8 students were that criterion, this research was successful, because the results of students' vocabulary test score could achieve the criteria of success.

When the researcher implemented PowToon Media in teaching vocabulary had gained good response from the students' PowToon Media could make the students enthusiastic in teaching and learning process and be interested to do the test in front of the class. The students did not understand about the material during teaching and learning process. The students were enthusiastic to answer the question from the researcher. Besides, by interacting with their group help the students to be active in expressing their opinion. This statement supported by Huda, he said that the goals of cooperative script method were students learn and practice to improve the students' collaboration in interacting with other students learn and practice to improve the students' collaboration in interacting with other students and make the students active and express their ideas.⁴² The students also began to enjoy the vocabulary class when the researcher always used PowToon media in the teaching learning process. Based the students could speak more confidence and they could brave to speak in the class.

⁴² Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, yogyakarta: pustaka pelajar, 2014), 213-214

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the discussion in chapter IV, this chapter divided into two sections. The first section is the conclusion of research that related Use Powtoon Media to Increase Vocabulary Mastery of The Seventh grade Students of Madrasah Tsanawiyah Ashri Jember. Then, the last section was about the suggestion.

A. Conclusion

It could be seen from the result of research finding and discussion on vocabulary mastery that: The implementation of Powtoon Media can increase Vocabulary Mastery of the seventh grade students were of Madrasah Tsanawiyah Ashri Jember. The result before students were using PowToon media was 47,22% and the result after the use of PowToon increased the vocabulary mastery into 77,77%. From the result, the researcher concluded that implementation of PowToon media can increase students' vocabulary mastery of the seventh grade Students of Madrasah Tsanawiyah Ashri Jember.

B. Suggestion

The researcher would like to give suggestions related to this research. This research hopefully be useful for other English teachers in Junior High School and other researchers. The suggestions are as

follows:

1. To other English teachers in Junior High School

The teachers in Junior high school should be able to find the most suitable technique or media to be applied in the teaching learning process. It became the important point as the key to success for the students in learning. It mean that they could enjoy and relaxed in learning English without feeling reluctant to be involved in the lesson conducted. In applying a PowToon media in English teaching, an English teacher should consider some aspects such as: the material, instructions, students' understanding with the commands, and the time.

2. To other researchers

In teaching English for children, this research could be used as the source in gaining more information in how to teach them with direct instruction. Also, it could be used as this media to improve student's vocabulary by applying it in a different skill and topic.

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DECLARATION OF AUTHENTICITY

The undersigned bellow::

Name : Ayu Wardani

Students number : T20176088

Institution : UIN KH Achmad Siddiq Jember

Declare that this thesis entitled “The Use of Powtoon Media Increase Vocabulary Mastery of Sevent Grade Student’s of Madrasah Tsanawiyah Ashri Jember” is my original work, gathered and utilized in particular to fulfil the purpose and objectives of the study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

Jember, 29 of May 2023

Sincerely



Ayu Wardani

T20176088

		<p>high school: Adjective, noun, verb</p>		<p>of students score (mean) $\sum x$ = the sum of score N = the number of students. b. Pass Score $E = n/N \times 100$ Notes : E = the percentage of students who achieve the minimum standard score. n = the number of students who achieved the minimum score. N = the total number of students.</p>	
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Appendix 3

LESSON PLAN

RENCANA PELAKSANAAN PEMBALEJARAN

Pertemuan Pertama

Nama Sekolah	: MTs ASHRI Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/2
Materi Pokok	: (Descriptive text)
Alokasi Waktu	: 2 jam pelajaran (1 kali pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang

kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>3.7.1 Memberi dan meminta informasi terkait dengan deskripsi orang, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.7.1 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

- Melalui kegiatan video peserta didik mampu mengidentifikasi sebuah nama benda sesuai gambar
- Melalui kegiatan mengamati teks deskriptif yang ada di video Powtoon melalui LCD, siswa mampu menyusun bentuk-bentuk kalimat present tense dengan baik.
- Siswa mampu mendeskripsikan sebuah gambar dengan menggunakan kata yang telah ditentukan.

D. Materi Pembelajaran

Fungsi sosial:

- Mendiskripsikan

Unsur kebahasaan:

- Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense.

Generic Structures Descriptive Text

Identification

Bagian identification ini berisi pendahuluan umum tentang orang, tempat, hewan, atau suatu object yang akan di deskripsikan.

Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan. Supaya para pembaca atau pendengar tidak salah mengerti.

Description

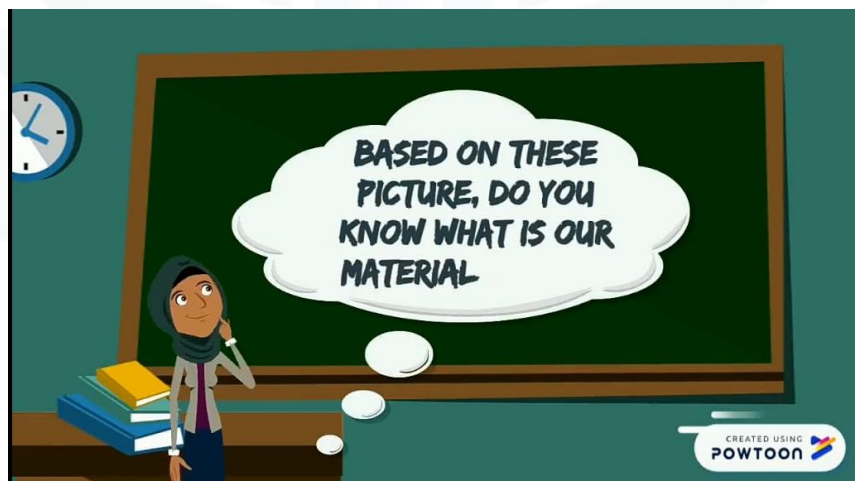
Pada bagian description berisi ciri-ciri khusus atau sifi-sifit yang terdapat dalam benda, orang, atau bintang yang penulis jelaskan.

Struktur teks:

- Sifat yang menjadi pencirinya: Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

E. Media dan Bahan

Powtoon video



F. Metode Pembelajaran

Pendekatan : Scientific Learning

Strategy : Observasi, tanya jawab

Metode/model : Discovery Learning

G. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan

- You tube

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan member salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru memotivasi peserta didik untuk tetap semangat dan menjelaskan kegiatan hari ini 	10 menit
Inti	<ol style="list-style-type: none"> 1. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 2. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP Siswa memperhatikan dan menyimak tayangan PowToon Media berbagai teks deskriptif yang ada di 	75 menit

	<p>layar LCD</p> <ol style="list-style-type: none"> 3. Dengan bantuan guru membaca dan mengidentifikasi generic structure descriptive text dengan benar yang ada di PowToon Media 4. Dengan bantuan guru, peserta didik menemukan kosa kata penting terkait teks deskripsi dan mencari tahu artinya masing-masing lalu membaca bersama-sama. 5. Peserta didik dengan bantuan guru menjawab pertanyaan terkait teks deskripsi dengan baik. 6. Peserta didik menerima materi tentang guided question 7. Peserta didik berlatih mencoba mengimplikasi penggunaan guided questions untuk menyusun descriptive text. 	
Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa membuat rangkuman/simpulan 	5 menit

	<p>pelajaran.</p> <p>2. Melakukan penilain dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>3. Memberikam tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</p> <p>4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p> <p>5. Peserta didik bersama guru menutup pembelajaran dengan berdoa.</p>	
--	--	--

I. Rubrik Penilain Vocabulary

1. Penilaian Lisan

Nama	SCORE			
	A	B	C	D

Note:

A = 91-100

B = 79-90

C = 71-78

D = 60-70

Yang dinilai adalah *Pronouncing*

2. Penilaian Tertulis

Nama	SCORE		
	Konteks	Structure	Completeness

$$\text{Skor} = \frac{B}{N} \times 100$$

Note:

B: Jumlah item benar

N: Jumlah item soal

Yang dinilai adalah word spelling

Jember, 23 Mei 2022

Guru Mata Pelajaran

Ayu Wardani

Appendix 4

Teachers' Pre-Interview Result

1. Berapa KKM siswa dalam pelajaran Bahasa Inggris untuk kelas 7?
Jawab : 75
2. Berapa rata-rata hasil ulangan tulis mata pelajaran bahasa Inggris untuk kelas 7?
Jawab : antara 50 hingga 75
3. Apa saja kendala yang dihadapi guru ketika mengajar bahasa Inggris di kelas 7?
Kendala yang dihadapi guru cukup kompleks sekali ada yang memang siswa yang tidak suka belajar bahasa Inggris, kantuk di kelas dan ketidak tertarikannya siswa dalam belajar bahasa Inggris. Tidak tahu arti kosa kata yang membuat siswa susah untuk bisa memahami mata pelajaran bahasa Inggris. Membuat siswa tertarik untuk belajar bahasa Inggris itu sangat susah
4. Apa saja kendala siswa yang dihadapi siswa kelas 7 MTs Ashri ?
Jawab : keterbatasan pemahaman siswa, karena bukan bahasa kita (bahasa asing), kurangnya motivasi belajar dan susah diajak diskusi mengenai materi
5. Metode apa yang diterapkan guru di kelas 7 ketika mengajar bahasa Inggris?
Jawab : metode ceramah
6. Sebelumnya apa guru di kelas 7 pernah menggunakan media pembelajaran untuk mengajar bahasa Inggris?
Jawab : belum pernah

Appendix 5

Teachers' Post-Interview Result

R: assalamualaikum Miss, I want to do an interview with you as the last step after we did a post-test. Is it okay?

T: waalaikumsalam, okay

R: what do you think about students' activities in the class after using PowToon Media?

T: I think, they become interesting to discuss in the classroom, they ask a lot of me about some question. Before they got this treatment, they usually did not pay attention and were lazy in my lesson. Thank you so much, they are better in learning English.

R: I think so, I realized they asked you about vocabularies some words they did not know. So, do you agree that PowToon media can increase students' vocabulary mastery?

T: of course, I agree because they become more active and interested to learn English lessons in the class. The students did more practice in the class such as reading the text as fast as they can and trying to guess the meaning of it.

R: well, I think that's all for the interview, thank you so much for giving me time to research here, Wassalamualaikum

T : No problem, waalaikumsalam

Students Post-Interview Result

R: How are you, I want to do an interview with you as the last step after we did a post-test. Is it okay?

T: I am fine Miss Warda, okay

R: What do you think about learning activities in the class after using PowToon Media?

T: I think, I am interested to discuss in the classroom, I have more confidence to ask questions and I like watching the video because there are pictures, voice, and I can try to spell and repeat after watching the Powtoon media.

R: I think so, I realized they asked you about vocabularies some words they did not know. So, do you agree that PowToon media can increase students vocabulary mastery?

T: of course, I agree because they become more active and interest to learn english Lesson in the class. The students did more practice in the class such as read the text as fast as they can and tries to guess the meaning it

R: well, I think that's all for the interview, thank yo so much for give me time to research here Je, wassalamualaikum

T : It's ok Miss, waalaikumsalam



Appendix 6

PEDOMAN OBSERVASI

Pedoman Observasi Siswa

Nama : Ayu Wardani

NIM : T20176088

Judul : The Use of Powtoon Media to Increase Vocabulary Mastery of Sevent Grade Student's of Madrasah Tsanawiyah Ashri Jember

No.	Students activities	Yes	No	Note
1	Students were interested in used PowToon media			Yes = No =
2	Students were enthusiastic in finding vocabulary used PowToon media			Yes = No =
3	Students try to find difficult vocabulary			Yes = No =
4	Students understood how to read the vocabulary			Yes = No =

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Appendix 7**HASIL OBSERVASI**

Hasil Observasi Siswa (pre-test)

Nama : Ayu Wardani

NIM : T20176088

Day/Date : Monday, 23 May 2022

No.	Students activities	Yes	No	Note
1	Students were interested in used PowToon media		X	Yes = 8 No = 28
2	Students were enthusiastic in finding vocabulary used PowToon media	√		Yes = 21 No = 15
3	Students try to find difficult vocabulary		X	Yes = 4 No = 32
4	Students understood how to read the vocabulary		X	Yes = 5 No = 31

Hasil Observasi Siswa (first meeting)

Nama : Ayu Wardani

NIM : T20176088

Day/Date : Tuesday, 24 May 2022

No.	Students activities	Yes	No	Note
1	Students were interested in used PowToon media	√		Yes = 25 No = 11
2	Students were enthusiastic in finding vocabulary used PowToon media	√		Yes = 22 No = 14
3	Students try to find difficult vocabulary	√		Yes = 21 No = 15
4	Students understood how to read the vocabulary	√		Yes = 30 No = 6

Hasil Observasi Siswa (second meeting)

Nama : Ayu Wardani


NIM : T20176088

Day/Date : Tuesday, 07 June 2022

No.	Students activities	Yes	No	Note
1	Students were interested in used PowToon media	√		Yes = 34 No = 2
2	Students were enthusiastic in finding vocabulary used PowToon media	√		Yes = 31 No = 5
3	Students try to find difficult vocabulary	√		Yes = 30 No = 6
4	Students understood how to read the vocabulary	√		Yes = 33 No = 3

Appendix 8

Research Completed Letter

 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBİYAH DAN ILMU KEGURUAN</p> <p>Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136 Website: http://tik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com</p>
--	--

Nomor : B-3418/In.20/3.a/PP.009/05/2022
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs ASHRI JEMBER
JL. KH. SHIDDIQ NO 82, Kaliwates, Kec. Kaliwates, Kab. Jember Prov. Jawa Timur


Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20176088
Nama	: AYU WARDANI
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Powtoon Media Increase Vocabulary Mastery of 7A grade Students of Madrasah Tsanawiyah Ashri Jember " selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Nurul Hayati, S.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Mei 2022
Dekan,
Wakil Dekan Bidang Akademik,



MASHUDI



YAYASAN LEMBAGA PENDIDIKAN ASHRI JEMBER
MADRASAH TSANAWIYAH ASHRI

Jalan KH. Shiddiq Nomor 82 Jember 68131

Telepon (0331) 482066

E-mail: jembermtsashri@gmail.com

SURAT KETERANGAN

NOMOR: 146/Mtss.13.32.064/7/2022

Yang bertanda tangan dibawah ini,

Nama : Nurul Hayati, S.Ag
NIP : -
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa:

Nama : Ayu Wardani
NIM : T20176088
Judul Skripsi : The Use of Powtoon Media Increase Vocabulary
Mastery of 7A grade Students of Madrasah
Tsanawiyah ASHRI Jember.

Adalah benar-benar telah selesai melakukan penelitian di MTs ASHRI Jember mulai tanggal 21 Mei 2022 sampai 08 Juni 2022 dalam rangka memenuhi tugas akhir kuliah.

Demikian Surat Keterangan ini kami buat dengan sebenar-benarnya dan untuk digunakan sebagaimana mestinya.

Jember, 19 Juli 2022

Kepala Madrasah


Nurul Hayati, S.Ag

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Appendix 9

Research Journal's Activities

RESEARCH JOURNAL'S ACTIVITIES

Nama : Ayu Wardani
 NIM : T20176088
 Title : The Use of Powtoon Media Increase Vocabulary Mastery of the Seventh Grade Students of Madrasah Tsanawiyah Ashri Jember.
 Location : MTs Ashri Jember

No	Day/Date	Activity	Initial
1	Saturday, 21 May 2022	The researcher Gives a "Surat permohonan penelitian" to the school	<i>AW</i>
2	Sunday, 22 May 2022	The researcher Observes the classroom activity at seven grade students of Madrasah Tsanawiyah Ashri Jember, doing interview with English Teacher, and discussed about lesson plan with the English teacher	<i>AW</i>
3	Monday, 23 May 2022	The researcher pre-test the students	<i>AW</i>
4	Tuesday, 24 May 2022	The researcher implements the action (first meeting)	<i>AW</i>
5	Tuesday, 07 June 2022	The researcher implements the action (second meeting)	<i>AW</i>
6	Wednesday, 08 June 2022	The researcher gives a Vocabulary test to the students third meeting)	<i>AW</i>
7	Tuesday, 19 July 2022	The researcher asks for a letter of research finishing	<i>AW</i>

Jember, 19 July 2022

The Head Master of Madrasah Tsanawiyah Ashri Jember

AW
 Nurul Hayati, S. Ag

Appendix 10**Hasil Reliability**

Nilai Yang Diperoleh	Nilai Cronbach Alpha	Kesimpulan
0.60	0.77521859	RELIABEL



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Appendix 11

Validitas

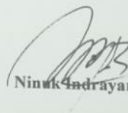
EXPERT VALIDATION SHEET VOCABULARY TEST

Instruction:

1. Put a check mark in the column according to your opinion
2. If there is a need to be revised, please in the column "catatan"

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A.	Isi					
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indicator materi			✓		
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan			✓		
	4. Pedomanskor penelitian sesuai dengan rubrik yang telah dipaparkan			✓		
	5. Kesesuaian alokasi waktu dengan test yang diberikan			✓		
B.	Konstruk					
	1. Test disusun menggunakan vocabulary test untuk mengetahui vocabulary mastery siswa			✓		
C.	Bahasa					
	1. petunjuk test menggunakan kaidah Bahasa Inggris yang benar dan sesuai			✓		
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami			✓		
	3. Menggunakan bahasa yang tidak mempersulit siswa			✓		

Validator


Ninuk Indrayani, M.Pd

Appendix 12

Documentation of The Research

- **Interview with English Teacher**



- **Learning Process in the Classroom**



- **The Students Pre-Test**



- **The Students Post-test**



Appendix 13

PRE-TEST RESULTS

Safarel aulia

1	C	11	A
2	B	12	B
3	D	13	B
4	B	14	D
5	A	15	D
6	C	16	D
7	C	17	A
8	D	18	A
9	A	19	A
10	C	20	A
21			
22	Bunga		
23	Matahari		
24	ay		
25	Cantik		
26	buk		

32

Nur Alisa

1	a	11	a	21	15
2	b	12	a	22	go
3	c	13	b	23	I
4	b	14	C	24	beautiful
5	C	15	d	25	book
6	C	16	d		
7	d	17	d		
8	a	18	a		
9	b	19	b		
10	b	20	b		

52

KALILA

1	a	11	C
2	a	12	C
3	b	13	d
4	b	14	d
5	C	15	b
6	C	16	d
7	d	17	d
8	d	18	d
9	C	19	b
10	d	20	b
21	go		
22	15		
23	1		
24	beautiful		
25	book		

28

32

Sela zefa wardani

1	d	11	a	21	15
2	b	12	a	22	go
3	d	13	b	23	I
4	a	14	a	24	beautiful
5	C	15	a	25	book
6	a	16	C		
7	a	17	C		
8	a	18	a		
9	b	19	C		
10	b	20	a		

72

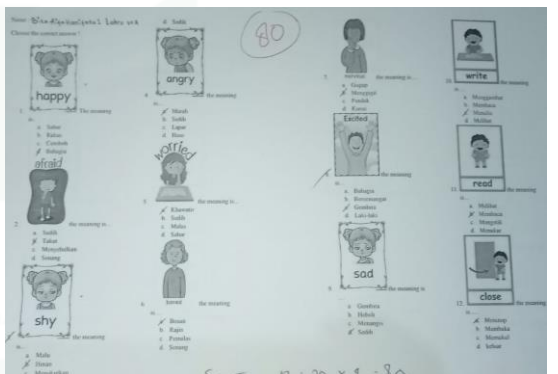
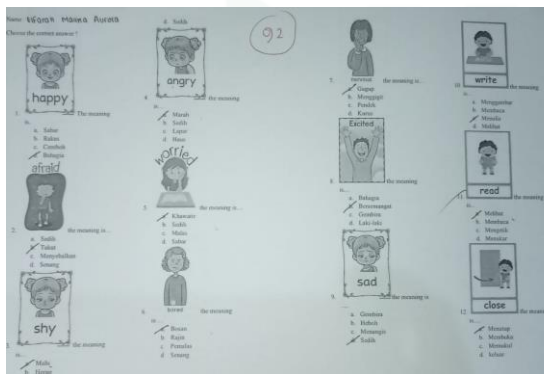
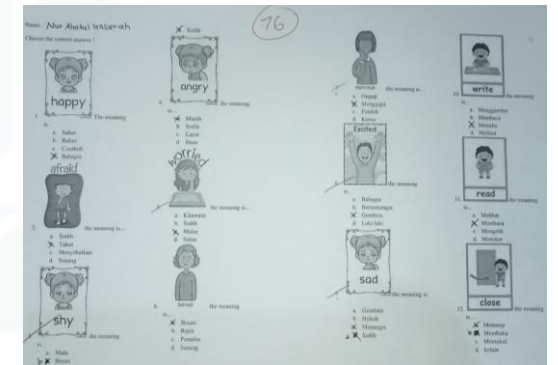
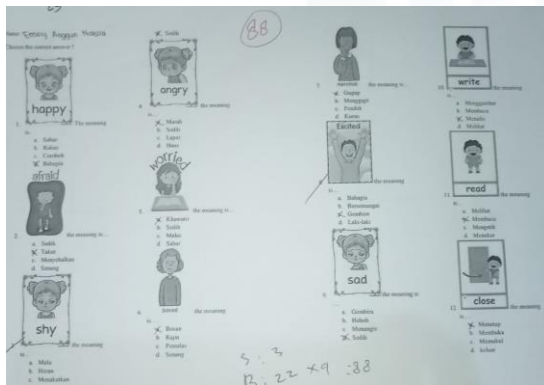
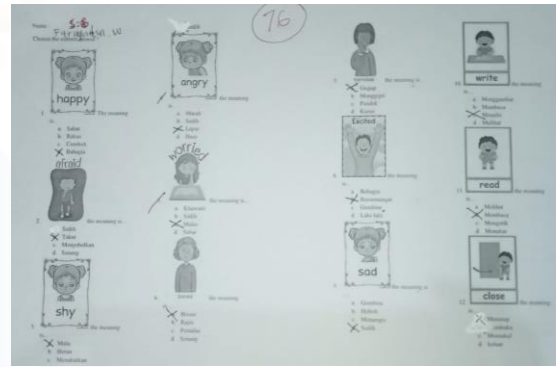
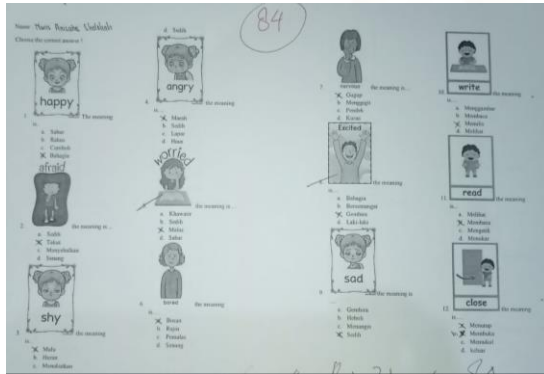
Fitriyatul Wahidah

1	b	1	a	4	b	4	d
2	C	7	C	12	a	17	a
3	D	8	C	13	b	18	a
4	a	4	d	14	b	19	a
5	b	1	a	11	C	20	a
6	b						
21	I						
22	go						
23	beautiful						
24	buk						
25	15						

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Appendix 14

POST-TEST RESULTS



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Appendix 15**CURRICULUM VITAE****PERSONAL INFORMATION**

Name : Ayu Wardani
Place and Date of Birth : Situbondo, 24 Juli 1997
Address : Desa. Selobanteng Kec. Banyuglugur Kab. Situbondo
Religion : Islam
Nasionality : Indonesia
Department/Major Courses : Language Education/English Department
Institution : UIN KH Achmad Siddiq Jember
Email Address : wardaniayu248@gmail.com

EDUCATIONAL BACKGROUND

2017-2023 : UIN KHAS Jember
2013-2016 : MA Darullughah Wal Karomah
2010-2013 : SMPN 1 Banyuglugur
2004-2010 : SDN 2 Selobanteng
2003-2004 : TK Dharma Wanita