

**PowToon Up Your Speaking: Engaging EFL Students  
with Interactive Presentations**

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**Abstract**

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This study is aimed to develop English learning media by implementing the PowToon application as a speaking learning medium. The problem in this study is based on students' difficulty in developing their ability in speaking English, and they also want learning with technology-based media. Based on the speaking material demands of the students, the researcher developed educational materials. Specifically, they created animated video utilizing the PowToon application. The participants of this study were 28 (Twenty-eight) students of class XI Business Online Marketing (BDP) SMK Karsa Mulya, Palangka Raya. In this study, the design and development research method were used. Researchers develop media by applying analysis, design, development, implementation, and evaluation (ADDIE). The development was based on questionnaires, interviews, and expert validation. The results of this study based on the result of assessment materials expert obtained a percentage of 93.96% with very good qualifications, while based on the assessment of media experts obtained a percentage of 88.6% with very good qualifications. The findings of the current study are useful for both the teacher and the students, as well as have theoretical and practical implications for the teaching and learning of English, particularly in English teaching. Theoretically, the results of this study gave knowledge and implementation of the field of language science, especially ETMD (English Teaching Media Development), and TELL (Technology enhanced Language Learning) on acquiring English and give solutions to find out the appropriate media in teaching speaking. Practically, the result of the study is that using PowToon as a learning medium to teach English can improve students' speaking skills in terms of communication.

**Kata Kunci:**

*Materi berbicara*  
*Bahasa Inggris,*  
*Aplikasi PowToon,*  
*Siswa Bahasa Inggris*

**Abstrak**

Penelitian ini memiliki tujuan untuk mengembangkan media pembelajaran bahasa Inggris melalui mengimplementasikan aplikasi PowToon sebagai media pembelajaran speaking. Masalah dalam penelitian ini didasari oleh kesulitan siswa dalam mengembangkan kemampuan mereka dalam berbicara bahasa Inggris, dan mereka juga menginginkan pembelajaran dengan media berbasis teknologi. Berdasarkan kebutuhan materi berbicara dari para siswa, peneliti mengembangkan materi pembelajaran. Secara khusus, mereka membuat video animasi dengan menggunakan aplikasi PowToon. Partisipan penelitian ini adalah 28 (Dua Puluh Delapan) siswa kelas XI Bisnis Daring Pemasaran (BDP) SMK Karsa Mulya, Palangka Raya. Dalam penelitian ini digunakan metode penelitian desain dan pengembangan. Peneliti mengembangkan media dengan menerapkan analisis, desain, pengembangan, implementasi, dan evaluasi (ADDIE). Pengembangan didasarkan pada kuesioner, wawancara, dan validasi ahli. Hasil penelitian ini berdasarkan hasil penilaian ahli materi diperoleh persentase 93,96% dengan kualifikasi yang sangat baik, sedangkan berdasarkan penilaian dari ahli media diperoleh persentase 88,6% dengan kualifikasi yang sangat baik. Hasil dari penelitian ini bermanfaat bagi guru dan siswa, serta berimplikasi teoritis dan praktis dalam pengajaran dan pembelajaran bahasa Inggris, khususnya dalam pengajaran bahasa Inggris. Secara teoritis, hasil penelitian ini memberikan pengetahuan dan implementasi bidang ilmu bahasa, khususnya ETMD (English Teaching Media Development), dan TELL (Technology Enhanced Language Learning) dalam pembelajaran bahasa Inggris dan memberikan solusi untuk mengetahui media yang tepat dalam pengajaran berbicara. Secara praktis, hasil dari penelitian ini adalah penggunaan PowToon sebagai media pembelajaran untuk mengajarkan bahasa Inggris dapat meningkatkan kemampuan berbicara siswa dalam hal komunikasi.

## **INTRODUCTION**

Speaking is a fundamental English skill (Wiyanto et al., 2022), it plays an important role in the language acquisition process. Speaking is the use of language to communicate with others. (Inayah & Lisdawati, 2021). Students in elementary school, junior high school, senior high school and college, all struggle with speaking (Widyasworo, 2019). Some factors, such as a lack of vocabulary, bad pronunciation, and low self-esteem, determine the difficulties (Nawawi et al., 2024). Speaking is the process of oral communication that involves the exchange of information between speakers and listeners (Rohali Harahap & Widiastuty, 2022). It is also described as the capacity to express, state, and transmit ideas from one person to another orally. By speaking, students can discuss and exchange the concepts they have learned from books or other sources of information. They find it simple to communicate how they feel, what they have learned, and what they desire from one another.

Improving English competence is important, especially in Vocational High Schools (SMK), which aims to prepare students to enter the world of work directly. Vocational High School students need to have the English language skills expected by their industry after graduation because 70% of Vocational High School graduates choose to look for work instead of continuing their studies at the university level (Direktorat Pembinaan SMK, 2017). In a study conducted by Nadia and Fairuza (2022) entitled "Students' difficulties in mastering writing, speaking, listening, and reading skills in English," the results showed that speaking English was the most difficult, with a percentage of 48% of students from several schools. Teaching and learning activities, particularly for speaking materials, are carried out utilising conventional media (Oktaviani et al., 2020). In this study researchers update the media used in teaching and learning activities that is currently easy to access. As a result, the researchers undertook this study to shift students' use of learning media from traditional and monotonous to technology based. Using entertaining and appropriate learning media is key, because delivering materials with the latest technology-based media can not only make the atmosphere in teaching and learning activities in the classroom

interesting but also sharpen creativities of teachers who are currently also required to be proficient with the latest technology-based media (Sari & Zainul, 2021). In this study, the development of English learning with animated videos is directed to the use PowToon is an animation programme that helps users produce captivating animated movies for training and e-learning courses (Sulistiani, 2022). The use of this software is very practical because users no longer need to create characters or animations one by one (Iswati, 2019).

The researchers conduct a problem analysis in the field. During teaching and learning activities students have difficulty in understanding the material, especially speaking material, based on student statements, this is due to their lack of interest in English speaking material which they find difficult and what they have learned so far using monotonous conventional learning media such as blackboards and textbooks, and this is what underlies students want English learning to be done in a more modern way and use the latest media that they like, namely animated videos. Before carrying out this research, researchers had previously conducted teaching practice at SMK Karsa Mulya Palangka Raya in different classes, and when researchers taught using simple animated videos from YouTube it had a significant impact on students, they became more focused and easily understood the material. This is also expected to be fulfilled with the PowToon animation video from this study. In this study, the selection of Opinion and Thoughts, Satisfaction and Dissatisfaction, and Giving Advice and Warnings topics based on suggestions from teachers in terms of material content, these topics are the most for students to use in daily life and in the world of work. Meanwhile, PowToon was chosen based on its convenience and various and up-to-date features, in accordance with the expectations of students who want to learn using interesting animated videos.

This is certainly a concern, because these SMK students are prepared to enter the world of work after they graduate, and having the ability to speak and communicate in English is something they must master (Diah et al., 2021). Based on the results of the preliminaries that have been conducted, schools and, of course, English teacher need to use and develop varied teaching materials or

media to raise and increase students' interest in learning English, the research problem of the study is "How to Develop English speaking materials based on PowToon application for EFL students?".

Several studies have shown how PowToon may be used in the teaching and learning process. According to the results of the first study, Diah's (2021) English class was engaging, and the students begged to see the animations again. They adored the English lesson after watching videos that were based on PowToon. Previously, they rarely learnt English in the classroom through video. In the upcoming meetings, they were interested in watching videos again to improve their English. The teacher also provided the response. She said that the teacher was able to teach the content more effectively because of the videos. Videos with text and pronunciation for vocabulary related to the subject were included. The video's narrator assisted her with pronouncing the words correctly so that students could see the picture, understand the text, and clearly hear the model.

Suprianti (2020) in addition, the study had an influence on both the teacher and the students in that the teacher learned new things about using PowToon. Additionally, the teacher received some brand-new educational resources for use in the classroom. After seeing the PowToon video, students can expand their vocabulary. Students will be better able to concentrate on the learning process because of the learning activity not becoming too repetitive. Because students use the internet on a regular basis, they can subsequently use it to learn outside of the classroom.

Previous research showed the necessity of using learning media when learning English. This was since EFL students must become fluent in English to interact with non-native speakers and work in the educational profession. Therefore, teaching EFL students with PowToon could aid in helping them to practice their English appropriately.

In this study, researchers used the ADDIE procedures as the problem solution plan as follows: 1) Analysis, which includes defining what students will learn, completing a needs assessment, identifying difficulties (needs), and

performing a task analysis. As a result, the outputs include characteristics or profiles of possible study participants, identification of gaps, identification of requirements, and comprehensive task assessment based on needs. 2) Design: The actions to take in this design process are as follows. Choosing the best learning strategy to attain the goals (the appropriate combination of tools and procedures). The researcher has completed the planning stage regarding the learning video to be produced. Arrange the materials and refer to the part of the learning video that will be made. This step is a framework before proceeding to product development; the framework in question is a storyboard. 3) Development, at this stage, the researcher makes a product in the form of a learning video of 11<sup>th</sup> grade BDP, through many stages ranging from analysis and design to product development in the form of learning videos. At the development stage, the researcher collects materials that can help in the development of learning videos using PowToon. 4) Implementation: This stage is carried out by directly testing the media through learning activities produced among students. 5) The evaluation stage in this study is carried out until the process assessment objectives require modification. At this stage, evaluation is carried out as part of ongoing development so that gaps in development can be identified and addressed.

In this study, the learning material used namely the speaking material on the topic "Opinion and Thoughts, Satisfaction and Dissatisfaction, Giving Advice and Warnings." the research location taken at SMK Karsa Mulya, Palangka Raya. This study aims to develop English speaking materials based on the PowToon application for EFL students.

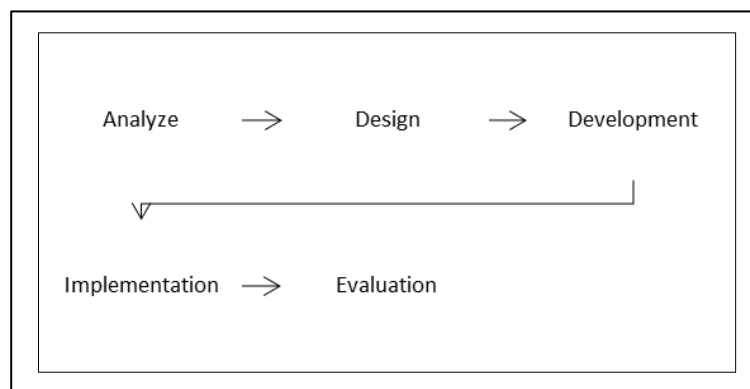
The findings of the study are expected to be useful for both the teacher and the students, it has theoretical and practical consequences for English teaching and learning, notably in English education. Theoretically, the findings of this study provide information and implementation in the field of language science., especially ETMD (English Teaching Media Development), and TELL (Technology enhanced Language Learning) on acquiring English and give solutions to find out the appropriate media in teaching speaking. Practically, the result of the study is that using PowToon as a learning media to teach English can

improve students' speaking skills in terms of communication. This research may help students increase their motivation to improve their speaking skills using PowToon animation videos and help students understand English material. This research will be expected to support teachers in the teaching-learning process, utilize media (PowToon animation video) in the teaching-learning process, and serve as a learning media reference in English courses. For the researcher, this research is expected to help another researcher to develop other learning media.

## **METHOD**

Researchers conducted this research to develop a product as a learning media for 11th grade Business and Marketing (BM) students of SMK Karsa Mulya Palangka Raya. This research is a part of the ADDIE model. Dick and Carry (1996) created the ADDIE paradigm to construct a learning system (Drljača et al., n.d.). The procedures were as follows: 1) Analysis, at this phase, researchers conducted preliminary through distributing questionnaires and interviews. 2) This step included designing learning media in the form of PowToon animation including brief animations that exhibit instances of linguistic phenomena relevant to the designs. 3) Development was the stage where the pre-designed design was realized. 4) Implementation, at this stage, the process of applying or using the product that has been produced was to obtain feedback from users. 5) Evaluation was carried out by conducting field trials based on the product development objectives that have been set and the results of the implementation carried out (Molenda, 2003).

**Graph 1: ADDIE Model**





In this study, the instruments used were questionnaires and interviews with students and teacher. The data was acquired from the findings of the questionnaire and through interviews authenticating PowToon learning videos and teacher feedback questions as well as students. The following is a grid of interview instruments and questionnaires for teachers and students. The data analysis approach used in this development research was to collect data through instruments based on the data collection instrument points, then carried out by research and development procedures (Sugiyono, 2015). The following are the steps of data analysis carried out:

**Table 1: Likert Scale**

Percentage %	Validity Category	Description
76% - 100%	Very Valid	No Revision
56% - 75%	Valid	No Revision
40% - 55%	Less Valid	Revision
0% - 39%	Invalid	Revision

After the validation process was carried out, the result can be calculated as follows:

$$P = \frac{\sum x}{\sum x1} \times 100\%$$

Description:

P = Percentage Searched

$\sum x$  = Total Score

$\sum x1$  = Total of Highest Scores

Validation is carried out by media expert and materials expert who provide an assessment in the form of suggestions and criticism of the product. Product improvements were made based on criticisms and suggestions from materials expert validators and media experts. The revised product was then tested again to get more optimal results maximized.



## **FINDINGS AND DISCUSSION**

### ***Findings***

The PowToon animation video was created based on the outcomes of interviews with English teacher and questionnaires distributed to students. Interviews and questionnaires were distributed at 11<sup>th</sup> grade of Business and Marketing (BM) students SMK Karsa Mulya Palangka Raya. Based on the findings of interviews with an English teacher, she confessed that it was fairly challenging. for students to understand the materials, ecially in speaking English. Based on teachers' explanation, students tend to find it more difficult to accept materials about speaking compared to materials that includes reading, writing, or listening skills. In the interviews with some students, they said that they had difficulties in developing their skills in English speaking, and they wanted to learn with the latest learning media or technology-based media. This is certainly a concern, because these SMK students are prepared to enter the world of work after they graduate and could speak and communicate in English is something they must master.

After interviewing with English teacher and the students, the researchers distributed a questionnaire containing the choice of character, accent, font, text size, background color, duration, motion, video layout, and back sound. Each student chooses the choice of character, accent, font, text size, background color, duration, motion, video layout, and back sound according to what students need. This shows that the learning media created is truly in agreement with the students' needs.

Results from the questionnaire were used as a reference in developing learning media. Character, accent, font, text size, background color, duration, motion, video layout, and back sound in the PowToon animation videos are made based on that most students choose.

The PowToon animation video learning media that has been designed in advance was consulted with experts, and then the design was assessed by the experts or validators who understand the principles of media and materials.

***Result of Judgment Validity from Materials Expert***

The validity test for the materials was carried out by a materials expert. The results of this materials expert validation were obtained from a Likert scale questionnaire.

**Table 2: Materials Expert Validation Result**

No.	Indicators	Score				Validity
		4	3	2	1	
1.	Relevance					
	The suitability of the materials with the competencies that must be mastered		√			75%
	The suitability of the materials with speaking skills		√			75%
	Depth of materials description presented		√			75%
	Completeness of the description of the materials presented		√			75%
	The suitability of the materials with the development of science	√				100%
	Suitability of evaluation questions with indicators	√				100%
2.	Accuracy					
	The accuracy of the concepts and definitions of the materials in accordance with Communicative Language Teaching.		√			75%
	The accuracy of facts about Opinion and Thoughts materials		√			75%
	The accuracy of the images is in line with the materials	√				100%
	Accuracy of notations and symbols	√				100%
3.	Completeness of Presentation					
	Presents competencies that students must master	√				100%
	Presents examples of problems	√				100%
	Practice questions at the end of the learning activity	√				100%
4.	Study Systematics					
	The materials is presented in order from the title, introduction / introduction, content, and cover		√			75%
	The sequence of presentation (presentation of materials is balanced/connected between sub-matter discussions)	√				100%
	The description of the materials follows the flow of thought from simple to complex	√				100%
5.	Appropriateness of Presentation with Learning Demands					
	The overall presentation of the materials can encourage student curiosity	√				100%
	The presentation of the materials as a whole can encourage to seek further information	√				100%
	The presentation of the materials as a whole can encourage students to build their own	√				100%

	knowledge		
	The overall presentation of the materials can encourage students to practice or follow the content of the reading.	√	100%
<b>6.</b>	<b>Appropriateness of Language</b>		
	Accuracy of sentence structure	√	100%
	Accuracy of the use of language rules	√	100%
	Consistency in the use of terms	√	100%
	Consistency in the use of notations and symbols	√	100%
<b>7.</b>	<b>Orderliness and cohesiveness between learning activities</b>		
	Communicability	√	100%
	Readability of the message	√	100%
	Accuracy in the use of language rules	√	100%
	Ability to motivate	√	100%
	Appropriateness to students' intellectual development	√	100%
	<b>Total</b>		<b>109</b>
			<b>93,96%</b>

According to the materials expert's judgement, the findings of the percentage calculation of the feasibility of PowToon animation videos are 93,96%. It can be concluded that the materials validation result is “Very Valid”.

### ***Result of Judgement Validity from Media Expert***

The result of this media expert validation was obtained from a Likert scale questionnaire, and the media validity test was carried out by a media expert.

**Table 3: Media Expert Validation Result**

No.	Indicators	Score				Validity
		4	3	2	1	
1.	Display Aspects					
	Readability of text or writing	√				100%
	Accuracy in setting spacing, lines, paragraphs, and animation characters	√				100%
	The suitability of the appearance of moving media is appropriate and good	√				100%
	Appropriateness in choosing font type and size	√				100%
	Accuracy in adjusting the colouring of text, animated characters, and video backgrounds	√				100%
	Accuracy in positioning the video and background		√			75%
	The regularity of the layout so that it is easy to understand		√			75%
	The accuracy of the language used is communicative and easy to understand	√				100%

	The attractiveness of the design of the core materials	√	75%
2.	Presentation Aspects		
	Optimization of interaction between students and media can be carried out	√	100%
	Easy to use and simple to operate	√	100%
	The composition of each scene is complete and systematic	√	100%
	Video speed when run	√	100%
	The video can be run	√	100%
3.	Picture, Sound and Video Aspects		
	Images, sounds and videos are in accordance with the topic in English learning materials	√	100%
	Sound and video work well	√	100%
	Images, sounds and videos are clear and good	√	100%
	Appropriateness of video duration for vocational level students	√	100%
4.	Instructions		
	There are clear instructions in each material	√	75%
	Clarity of pauses on each materials language transfer	√	75%
	Consistency in the use of terms with the presentation materials	√	100%
	There are instructions in each video scene on the character	√	75%
	<b>Total</b>	<b>78</b>	<b>88.6%</b>

In accordance with the table above, the percentage of feasibility for developing PowToon videos based on media experts' assessments is 88.6%, which may be determined as "Very Valid".

First, a need analysis was used to determine the students' needs for English teaching resources. It was administered by doing preliminaries. The preliminary is conducted for two weeks. In the interview session with teachers, they admitted that it was quite difficult for students to understand the material, especially in speaking English. Based on teachers' explanation, students tend to find it more difficult to accept material about speaking compared to material that includes reading, writing, or listening skills. In the preliminary with some students, they said that they had difficulties in developing their skills in English speaking, and they wanted to learn with the latest learning media or technology-based media.

Second, the researchers began by analyzing the need analysis data and drawing decisions on the teaching materials that students urgently need. To develop appropriate teaching materials, the current study employed the results of the requirement analysis to organize components in the teaching materials. To assure the quality of the animation a video, the researchers searched for appropriate passages, authentic materials, and drafts of activities that were directly connected to the themes and could meet the demands of the students. The researcher subsequently developed and structured the gathered resources into entire animated videos for the students.

Third, expert validation was conducted to confirm the video's quality, validity, and dependability. This step comprised an expert who specialized in English materials and learning media. The experts' changes were used as assessment and improvement materials before moving on to the implementation phase.

Fourth, a field test was conducted to assess the media's feasibility. It featured 28 students in 11<sup>th</sup> grade and one English instructor from SMK Karsa Mulya. Following the implementation of the media for teaching and learning activities, the students were asked for recommendations on how to analyze and evaluate the media's quality and eligibility.

### ***Discussion***

The final result of the creation of PowToon animated videos is created in MP4 format (Video), which is intended for the students in the classroom or for independent use. The students can access this development product by sending files to a mobile phone or laptop. These findings align with previous studies by Yuliantitni (2021), which suggests that teaching speaking skills through Powtoon can boost students' enthusiasm for learning. In this situation, students can pick up English through enjoyable activities that also provide them the chance to practice effective discourse, discussion, and response. Students also start to learn actively .

The making of this Powtoon video is based on a preliminary process in the form of questionnaires and interviews. Following the preliminaries, the researchers delivered questionnaires to both teacher and students with the content and appearance of the Powtoon animation video while the materials were chosen based on the teacher's recommendation, namely *Opinion and Thoughts*, *Satisfaction and Dissatisfaction*, and *Giving Advice and Warnings*. The process of creating a Powtoon animated video design is based on the results of a questionnaire that has been completed by teacher as well as students.

Researchers conducted trials and validation with materials validator and media validator. The materials were expertly validated by an English teacher from SMK Karsa Mulya. The findings of the materials expert review of the PowToon animation video materials with sufficiently very valid criteria received a validity score of 93,96%, which means that it can be used. The materials expert's review of the resulting PowToon animation video media was that it was good and worth trying with multiple versions as suggested. The findings of the media expert's validation reveal that the materials are beneficial and can be tested following the recommendations given by the validator.

The validation assessment of the media expert was conducted by a Lecturer of College of Informatics and Computer Management (STMIK). The results of the general evaluation of PowToon animation videos by media expert obtained a validity score of 88.6% according to very valid criteria, which means that it can be used. The media expert's review of the PowToon animation video media made was that it is good and worth trying with multiple versions as suggested. The benefits of PowToon animation videos developed from media validation pages are interesting both in terms of video design and appearance. In addition, a review or improvement process is done based on the feedback and criticism provided by the validator. Contributing to this research by demonstrating that the development of pop-up media, all of which show their applicability and practicality in learning English. Students will also appreciate and be interested in PowToon's animated videos. Thus, it shows that PowToon animation videos are suitable English language learning for 11<sup>th</sup> grade Business and Marketing (BM)

students According to the results, students' interest and focus on learning English, particularly speaking material, can be greatly increased by using PowToon animated videos. Additionally, based on the ADDIE implementation stage, students find it easier to understand the material and get better at speaking English. Based on these findings, in increasing student interest in learning and increasing student speaking skills, students can use PowToon animated videos tailored to student needs' . .

## **CONCLUSION**

This is a research and development aimed at developing English-based learning media for grade 11 BM students at SMK Karsa Mulya using PowToon animations. Three subjects were turned into PowToon animation-based videos for this study, the researcher concluded based on the analysis and formulation of the problem results. *Opinion and Thoughts, Satisfaction and Dissatisfaction, and Offering Advice and Warnings* are the three subjects. The product was then created using expert recommendations, assessment rubrics, and an analysis of the needs of the students. The media and material experts' overall evaluations of this media were rated as very good using the expert assessment criteria. A very valid category with a validation value of 93.96% obtained from materials validation. The media confirmation score for the very valid category was 88.6. The conclusion of the study shows that media can be useful as a learning tool. To help teachers convey what they have learned in the classroom, and students use learning resources quite actively. However, the author suggests to future researchers to use material topics that are relevant to the needs of students in the long term and broadly, not only to meet the needs before they work but also to pursue further education.

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