

Powtoon Assisted Glasser Model To Improve Writing Skills in High School Students'

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Abstract

This study aims to improve the writing skills of SMA Negeri 1 Lintongnihuta students by using the glasser model with the help of local wisdom-based powtoon applications. This type of research is Classroom Action Research (PTK), in this case the teacher as the implementer of learning while the researcher as an observer. This research design uses the Kemmis and Mc model. Taggart. This research was carried out in the odd semester of the 2023/2024 academic year, namely in July. The subjects of this research were class X students at SMA Negeri 1 Lintongnihuta, consisting of 28 students. The object of research is students' writing skills. Data collection techniques use tests and observation. Data were analyzed descriptively and presented in table form. The results showed that there was an increase in students' writing skills, the average value of writing skills in the first cycle of the first meeting was 65.45 and the second meeting was 68.05. In cycle II the average writing skills score for the first meeting was 70.65 and the second meeting was 89.5. This means that improving learning outcomes by using the glasser model with the help of the local wisdom-based powtoon application can improve the writing skills of class X senior high school students.

Keywords : Glasser Model, Powtoon, Writing Skills

INTRODUCTION

Learning Indonesian language skills consists of four aspects, namely listening, speaking, reading and writing. By having good and correct Indonesian language skills, students are expected to become an intelligent, critical, creative and cultured generation. One of the language skills that plays an important role in giving birth to an intelligent and creative future generation is writing skills (Meinawati et al., 2021). Writing skills are the skills to express ideas, notions, feelings in the form of written language so that other people who read can understand the writing well. This is in line with the opinion of Komaidi (in Başer et al., 2023) stating six benefits of writing, namely as follows. "First, to create curiosity and train sensitivity in seeing the reality around us (Lestari et al., 2018). Second, through writing activities, it encourages someone to look for references such as books, magazines, newspapers and journals. Through this activity, you will increase your insight and knowledge about what is written. Third, through writing activities, students are trained to organize thoughts and arguments in a coherent, systematic and logical manner. By writing, it should be easier for students to just see the reality around them in the form of events, happenings, certain objects, etc. However, there is one thing that most class (Riyanto et al., 2020).

The results of the observations made showed that only 3-5 % of students were considered skilled at writing in class. After conducting interviews with subject teachers, two factors that cause students' low skills in writing are that students tend not to have ideas, so students do not understand what should be explained and imagined in writing (Celik, 2020). Apart from that, the factor causing students' low ability to write is that the learning approach, models, methods, media or learning resources used by teachers have a significant influence on the level of writing skills, especially for students (Raeisi et al., 2022). Teachers have not used inappropriate learning models to direct students into real life that occurs in the surrounding environment (Sanjarbek, 2022). Moreover, teachers do not prepare media that can help students to stimulate students' imagination even though there are many technological applications that can be utilized.

Providing technology is indeed a challenge for teachers to be able to keep up with the times and the needs of students (Unlu & Kiray, 2022).

To overcome this problem, a glasser learning model is needed which is assisted by the Powtoon application media . The Glasser model is a learning model focused directly on the student's environment. The laser design learning model is a learning model that guides and directs students into attitudes and behavior which the teacher then transforms into real life that occurs with children/students in the environment (Rizkiana & Pulungan, 2020). So, by providing this method, it is believed that students will be able to develop well because they already have the ability and are responsive to the problems they face (Zou & Zhang, 2021). This research uses the glasser model with the help of the powtoon application to save learning time and expand students' reach in knowing and exploring the surrounding environment (Fauziyah et al., 2022). Apart from that, the powtoon application also helps students save money so they don't have to visit the place they want to see but through media. Assistance with interesting learning media based on local wisdom (Sholikhin, 2021). Integrating local wisdom in learning media to foster a sense of love for local wisdom in students' environment as well as a way to maintain and maintain the existence of local wisdom in in the middle of it development of the times and can be said to be globalization (Koehler et al., 2023). According to Sudjana & Rivai (in Reyna Zeballos, 2019), there are several positive things that can be obtained by using learning media, namely: (1) Teaching will attract more students' attention so that it can increase learning motivation; (2) Teaching materials will have a clearer meaning so that they are easier to understand /understand by students; (3) Teaching methods will be more varied (Nasrah et al., 2022). The results of related research were conducted by Hamdani, (2022), this research aims to develop Powtoon animation media for mathematical arithmetic operations for children with special needs. The focus of developing this media is to find special media characters for children with special needs, namely appropriate images, animations, backgrounds and animated colours that can visualize mathematical objects. The use of Powtoon's learning media in presenting learning material can also boosts students' enthusiasm in paying attention to the lesson. Powtoon media can display material videos equipped with animations that can facilitate students in understanding the material being explained, so that their creative imaginations arise in capturing the lessons. Powtoon is an online service for creating exposures that has excellent animated features including handwritten animation, animated cartoons, and more lively transition effects as well as easy timeline setting. It provides a wide selection of animated characters, objects, backgrounds, sounds and video additions as well as tools and objects necessary to plan the video material to be created. Powtoon also offers some of its content creation facilities for free, it is an ideal tool for teachers to produce their own materials

Powtoon application displays various things around students. Powtoon is a learning media that is considered capable of improving children's writing skills by paying attention to local wisdom so that students are more enthusiastic about learning to write and this application can also be accessed by parents so that parents, students and teachers can access this media easily (Marchini & Ramsammy, 2022). Apart from that, parents will also take part in the development of students' writing skills. This media is used to improve the writing skills of students at SMA Negeri 1 Lintongnihuta.

RESEARCH METHODS

Location and time of research

This research will be conducted in class X at SMA Negeri 1 Lintongnihuta which is located at Pasar Baru Village, Lintongnihuta District, Humbang Hasundutan Regency. This research was

carried out in the odd semester of the 2023/2024 academic year based on student problems, namely difficulties in writing.

Research population and sample

Population

The population in this study were all class X students of SMA Negeri 1 Lintongnihuta which consisted of 7 classes.

Sample

The sampling technique carried out by the authors in this study was using a non-probability sampling technique. According to Sugiyono (in Dalle, 2019) "nonprobability sampling is a sampling technique that does not provide an equal opportunity for each element or member of the population to be selected as a sample." One of the sampling techniques that will be used by the authors of nonprobability sampling is purposive sampling. By using purposive sampling, the sample is determined deliberately by the researcher based on certain criteria or considerations so that it does not go through a selection process as is done in random techniques (Fitri et al., 2022). The writer chose students of class X7 from a predetermined population as a sample to be studied.

Types of research and research design

Types of research

This type of research is Collaborative Classroom Action Research (CAR). Suhardjono (2009:11) says CAR is action research to improve the quality of learning practices in the classroom, so that it focuses on the teaching-learning process that occurs in the classroom. Agreed with Suhardjono, according to Arikunto (in Ismayanti & Kholiq, 2020) PTK is an examination of a learning activity in the form of an action that is deliberately raised and occurs in a class simultaneously. The teacher is the executor of the learning process, and the researcher is the observer. Researchers participate directly in the research process from the beginning to the end of the study. This is expected so that observations in the learning process can be observed. The research was conducted to improve the writing skills of class X students at SMA Negeri 1 Lintongnihuta, in this case the action taken was to improve results.

Research design

In this study, the authors used a research model that refers to the research implementation process proposed by Kemmis and Mc Taggart (in Imran, 2022), this research in its planning, Kemmis uses a self-reflection spiral system that begins with: (1) Plan (planning), (2) Action (acting), (3) Observing (observing), (4) Reflecting (reflecting), and re-planning which is the basis for a square off problem solving. Based on this flow, that the implementation of Classroom Action Research (CAR) starts from the planning or planning stages, actions or activities, observation and reflection. The four stages are interconnected with each other because each action begins with the planning stage where the researcher prepares a lesson plan, provides activity sheets and creates research instruments used in the acting stage. After that, observations were made of teachers and students as research subjects (Niño & Páez, 2018). Then at the reflecting stage, the researcher and observer present the activities that have been carried out in the learning process and discuss the next action plan. The research design can be seen in the image below.

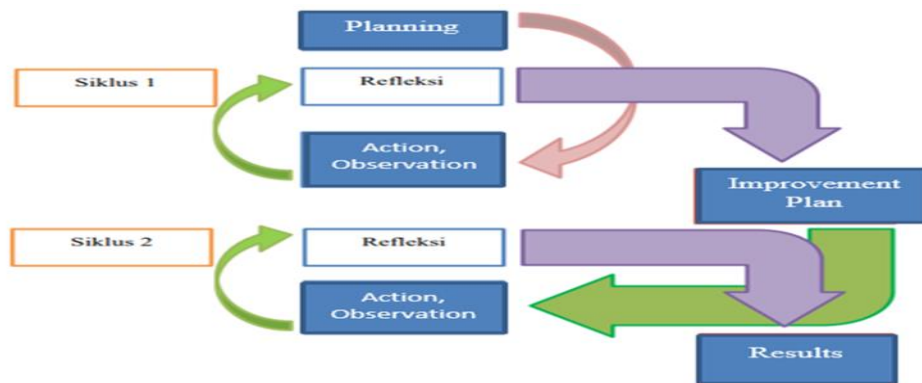


Figure 1. Classroom Action Research Spiral According to Kemmis & Mc Taggart
Data collection and research instruments

Data collection

The data collection used in this research is as follows.

Test

According to Riduwan (in Ariyanti & Fitriana, 2017), a test is a series of questions used to measure the skills, knowledge, intelligence, abilities or talents possessed by an individual or group. Tests are used to measure the ability of research subjects to master certain subject matter using written tests on that material.

Observation

The observation method in this research is to observe directly and carefully the students' descriptive essay writing activities. Observations are carried out to observe all teacher and student activities during learning.

Documentation

According to Sugiyono (2017), documentation is: Documentation is a record of events that have passed. Documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of writing, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, such as photographs, live images, sketches and others. Documents in the form of work, for example works of art, which can be in the form of pictures, sculptures, films, and others.

Research instrument

As for the way of collecting and collecting data, namely by giving an evaluation test which will be given at the end of each cycle. The instruments used in this study were syllabus, lesson plans (RPP) and evaluation sheets.

Data analysis technique

Thus data analysis techniques can be interpreted as a way of carrying out analysis of data, with the aim of processing the data into information, so that the characteristics or properties of the data can be understood (Purnamasari, 2022). Based on the data collection technique, there are 2 types of data obtained, namely quantitative and qualitative, so that in the analysis technique through two paths, namely quantitative and qualitative (Magnifico, Woodard, & McCarthey, 2019).

Quantitative Analysis

Quantitative analysis techniques were carried out to analyze the results of the study. The following is the formula for finding the average single data put forward by Suharsimi Arikunto (in Alfaki, 2015) as follows:

Scoring

$$N = \frac{\text{Skor Perolehan Siswa}}{\text{Skor Maksimum}} \times 100$$

Information:

N: Value

In this study, the criteria for passing students' learning in writing descriptive text were ≥ 70 . If students' scores were ≥ 70 , students were considered complete.

Highest value and lowest value.

To see the highest and lowest values by looking at what value is the highest and what value is the lowest.

Grade point average

After obtaining the value of learning outcomes in the pre-test and post-test, the next step is to find the average (mean) score of all students. To calculate the average (mean) of students, the calculation formula from Sugiyono (2022) can be used.

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

Information :

X : average (mean)

$\sum x$: total score

N : Number of cases (the number of scores themselves)

The average value obtained as a result of improving writing skills at the end of the cycle is calculated. The results of initial conditions or pre-actions in cycle I are compared with the results of cycle II tests. If the results have increased, then the implementation of the glasser model assisted by the *powtoon application media* can improve students' writing skills.

Qualitative Analysis

Data in the form of information in the form of sentences that give an overview of students' expressions about understanding of new learning media and student activities following learning (Primasari et al., 2021). The data analyzed through qualitative channels is as follows:

Data reduction

The data was obtained through observations written in detail. Then it is hoped that the data will support each other because the focus of observation is the activities of teachers and students during the process of learning writing skills using the *Powtoon application media* which has been arranged in a grid in such a way that it corresponds to the aspects to be assessed.

Presentation of Procedure data

After reducing the data is the presentation of data. In this stage, data from observations of teacher and student activities in learning writing skills using the *Powtoon application* is presented in narrative form.

Conclusion of results

The data produced in the presentation of the data is then made into conclusions that represent the actual situation containing the impact and effectiveness of the research that has been carried out.

RESULT AND DISCUSSION

Based on the data that has been obtained from the results of the learning process as well as data on learning outcomes obtained by students in cycle I and cycle II, the research results are described as follows:

Table 1. Value of Students' Writing Skills in Cycle I and Cycle II

Information	Cycle Value 1		Cycle II Value	
	Meeting 1	Meeting II	Meeting 1	Meeting II
Total Value	1309	1361	1413	1790
Average	65.45	68.05	70.65	89.5

Min Value	55	55	64	80
Max Value	76	80	85	96
Complete KKM	8 people		20 People	
Average Per Cycle	66.75		80.07	
Completeness Percentage	25%		100%	

From table 1 above, the average writing skill score for the first meeting was 65.45 and the second meeting was 68.05. Even though classically there is an improvement, this value is still not able to exceed the KKM 70, therefore it is necessary to improve learning in cycle II in order to achieve the indicator of learning completeness. In cycle II the average writing skills score for the first meeting was 70.65 and the second meeting was 89.5.

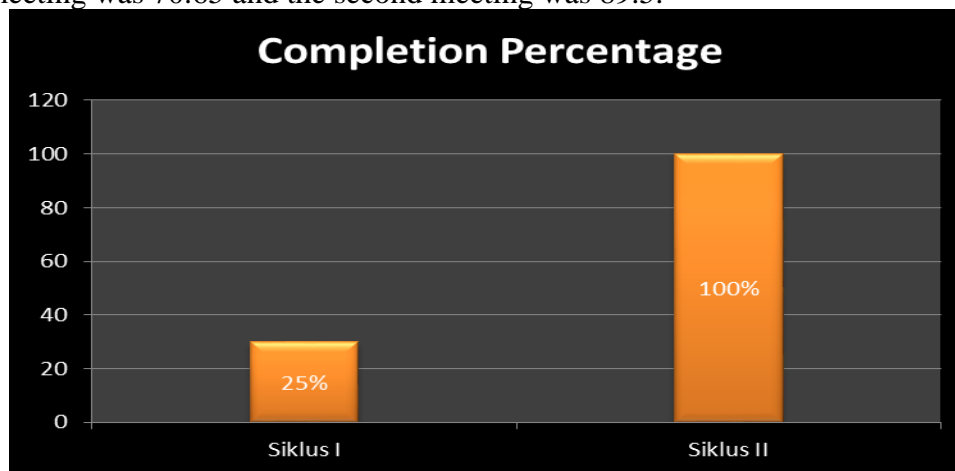


Figure 2. Increasing completeness of learning outcomes

In the graph above, you can see the increase in writing skills from the percentage of completion in cycle I and cycle II. The initial conditions for cycle I, of the 20 students, 6 of them had reached the KKM 70 with a percentage of 25%, and there were 14 students who were still below the KKM 70 with a percentage of 75%. Then the researchers carried out cycle II of 20 students, 20 of whom had achieved KKM 70 with a percentage of 100%.

From the results of this research, the implementation of the Glasser model by the teacher appears to be successful. This proves that implementing the Glasser model of learning is not difficult if assisted by using the Powtoon application. Increasingly sophisticated technological developments can be used to simplify the learning process in the classroom. Teachers and students do not have to spend time outside the classroom to carry out glasser learning steps, but can be simplified by using learning media. The appearance of this powtoon application produces something that is found in the student environment, especially local wisdom (Jalaluddin, 2019). Teachers can recognize things that are close to students and then display them in Powtoon. In this case, students will gain direct experience with the object so that it can be expressed in writing (Khoirunnisya, 2017). The appearance of this powtoon application is in the form of tourist attractions, typical food, ulos, typical drinks from Lintongnihuta and its surroundings. This will make it easier for students to describe what they have seen, felt and heard. Students' writing ideas also emerge with this media so that students' writing skills can improve (Sari, 2018).

With this research, it is hoped that teachers can change learning models that may be difficult with various strengths and weaknesses. However, with today's technology, everything will be easier to learn and accessible to students. Apart from that, students are also more accustomed to paying attention to things that are close to themselves or around them to use as writing so that difficulty finding ideas in writing is no longer a significant reason.

CONCLUSION

The results of the research showed that there was an increase in students' writing skills, the average writing skills score in the first cycle of the first meeting was 65.45 and the second meeting was 68.05. In cycle II, the average value of writing skills for the first meeting was 70.65 and for the second meeting was 89.5. This means that improving learning outcomes by using the glasser model with the help of the powtoon application based on local wisdom can improve the writing skills of class X high school students.

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