Appendix 01. Attachment Letter

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jelan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 619/UN48.7.1/DT/2022   23 Februari 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Amlapura
    di Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat
kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Made Yuli Parwati
NIM	: 1812021143
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: The Effect of Powtoon to Teach English in Sekolah Menengah Pertama 2 Amlapura

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian
dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra. S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 02. Letter of Dismissal

PEMERINTAH KABUPATEN KARANGASEM

DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA

SMP NEGERI 2 AMLAPURA

Jalan Jenderal Sudirman Amlapura, Telepon (0363) 4301647

smpn2amlapura@gmail.com | https //smpn2 amtapura.sch.id

SURAT KETERANGAN

NOMOR : 423.8/399001/SMP/SMP Negeri 2 Amlapura.

Yang bertanda tangan di bawah ini

N a m a	:	**I Wayan Gede Suastika, S.Pd.M.Si**
NIP	:	196208201983011004
Pangkat/Golongan	:	Pembina Tk I/IV/b
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 2 Amlapura

Menerangkan dengan sebenarnya bahwa

N a m a	:	**Ni Made Yuli Parwati**
Tempat/Tanggal Lahir	:	Denpasar,28-04-2000
NIM	:	1812021143
Fakultas	:	Pendidikan Bahasa Inggris/Bahasa Dan Seni

Memang benar sudah melaksanakan Penelitian di SMP Negeri 2 Amlapura dari tanggal 21 Maret sampai dengan 16 April 2022.

Demikian surat ketarangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Amlapura, 16 April 2022

Kepala SMP Negeri 2 Amlapura

Wayan Gede Suastika,S.Pd.,M.Si

NIP. 19620820 198301 1 004

Appendix 03. Order of Teaching Comparation

PowToon	Video Tutorial
Teacher enters the classroom	The researcher enters the classroom
Class captain leads the greeting and prayer	Class captain leads the greeting and prayer
Researcher let students take a 3 minutes breath to drink water and do plain stretching	Researcher let students to take a 3 minutes breath to drink water and do plain stretching
The researcher introduced the material	Researcher introduced the material
Researcher plays PowToon video	Researcher plays video tutorial
Students watch, take a note about the material	Students watch, and take a note about the material
Researcher checks students' understanding	Researcher checks students' understanding
Researcher re-explain the material	Researcher re-explain the material
Students asks question	Students asks question
Mini assessment (including listen and repeat, vocabulary games, etc)	Mini assessment (including listen and repeat, vocabulary games, etc)
Researcher ask students to conclude the material (clarifying)	Researcher ask students to conclude the material (clarifying)
Researcher gives students the link of PowToon video (that students could watch individually at home)	Researcher gives students the link of video tutorial (that students could watch individually at home)
Researcher closes the section	Researcher closes the section

Appendix 04. Blue Print of Pre-Test

Competency	Basic Competency	Question Indicator	Question Number
3. understand the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, related culture, phenomena, and events appear)	3.1 Compare the social function, structure of the text, and language elements of some oral and written descriptive texts by providing and requesting information related to descriptions of people, animals, and objects very short and simple, according to the context of their use	There is a descriptive text. The students are expected to be able to identify the structure of the descriptive text.	1, 2
		There is a text. The students are expected to be able to describe the behavior of the subject of the text	3, 6
		There is a conversation. The students are expected to be able to criticize the text related to descriptive text	4, 5, 8, 7
4. try, process, and perform in the concrete realm (Using, parsing, stringing, modifying,	4.7. Descriptive text 4.7.1 Captures the contextual meaning of social	There is a text, students are expected to be able to arrange the text related to descriptive text.	9

and create) and abstract realms (Using, reading, counting, Drawing, and composing In accordance with what was learned in School and other sources are the same. in terms of perspective/theory	functions, text structures, and language elements of oral and written descriptive texts, very short and simple, relating to people, animals, and objects 4.7.2. Compiling highly indexed and simple, related persons, animals, and objects, regarding the functioning, structure, and elements of language, correctly and contextually	There is a conversation. Students are expected to complete the conversation related to descriptive text about a place.	10
		There is a conversation. Students are expected to complete the conversation related to descriptive text about a person, object, and an animal.	11, 12, 13 14, 15, 16, 17, 18, 19, 20
		Students are expected to perform a text about descriptive text.	22
		Students are expected to compose a descriptive text related to their favorite animal, thing, or person.	21

Appendix 05. Content Validity Result

Expert Judge Response Sheet (Question Items of the Test)

Expert: Made Hery Santosa, S.P.d., M.Pd., Ph.D.

Items number	Decision		Suggestion
	Relevant	**Irrelevant**	
1	✔		
2	✔		
3	✔		
4	✔		
5	✔		
6	✔		
7	✔		
8	✔		
9	✔		
10	✔		
11	✔		
12	✔		
13	✔		
14	✔		
15	✔		
16	✔		
17	✔		
18	✔		
19	✔		
20	✔		
21	✔		
22	✔		
Total			

Singaraja, 7 February 2022

Expert

Telah ditandatangani secara elektronik
Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP : 197910232003121001
Email : mhsantosa@undiksha.ac.id
Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik BSrE-BSSN.
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Made Hery Santosa, Ph.D.

Expert Judge Response Sheet (Question Items of the Test)

Expert: G.A.P Suprianti, S.Pd., M.Pd.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✔		
2	✔		
3	✔		
4	✔		
5	✔		
6	✔		
7	✔		
8	✔		
9	✔		
10	✔		
11	✔		
12	✔		
13	✔		
14	✔		
15	✔		
16	✔		
17	✔		
18	✔		
19	✔		
20	✔		
21	✔		
22	✔		
Total			

Singaraja, 9 February 2022

Expert

G.A.P Suprianti, S.Pd., M.Pd.

Appendix 06. Instrument

A. Reading Test

This following text is for the question no. 1-3

My Father

(1) My father is a teacher. (2) He has a fair skin with a curly hair. (3) He likes to write poetry in the evening. (4) Fried rice is his favorite food.

---

1. From the text entitled, which one is the introduction of descriptive text?
   a. (1)
   b. (2)
   c. (3)
   d. (4)

2. '*He has fair skin with curly hair*' (2). This statement is part of _____ of descriptive text.
   a. introduction
   b. description
   c. sequences
   d. closing

3. What is the author's father hobby?
   a. He likes writing poetry in the morning
   b. He likes teaching
   c. He likes cooking fried rice
   d. He likes writing poetry in the evening

4. Randy   : Is that your cat?

   Melly   : Yes, it is mine. This is my cat, Apple. He has two big eyes with brown fur. He likes running and jumping around my room!

Randy : Oh, it looks cute!

From the conversation entitled, we know that Apple …

a. is a dog

b. is a fruit

c. has brown fur

d. likes sleeping

The following text is for question no. 5&6!

5. Fr
o
m
th
e

My Bedroom

My bedroom is my favorite place. The wall is blue and blue is my favorite color. It is not too big nor not too small. I like spending my time in my room.

---

text entitled, we know that …

a. the writer's favorite place is bathroom

b. the writer's room is too big

c. the writer's room has blue wall

d. the writer does not like his bedroom

6. Does the writer like spending time in his room?

a. Yes, he does.

b. No, he does not.

c. Yes, he do.

d. No, he do not.

7. Tina   : Your bag looks cute!

Giana   : Thank you. This bag is red which is my favorite color. But this bag is too small for me. It cannot carry a lot of books.

From the text entitled, we know that Giana …

a. thinks the bag is cute.

b. hates red

c. likes to carry a lot of books

d. does not like the bag

8.

> ### My Mother
>
> I love my mum very much. She is an elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh yeah, she can sing! She has beautiful voice.

From the text entitled, the author's mother is …

a. lazy

b. kind

c. arrogant

d. brilliant

9. (1) He has a lot of friends

(2) Everyone likes him

(3) My brother is friendly

(4) He is always kind to everyone

Arrange the text in correct order!

a. (1), (2), (3), (4)

b. (4), (3), (2), (1)

c. (3), (2), (1), (4)

d. (3), (4), (1), (2)

10. Ghea   : What do you think about Bali, Elsa?

Elsa   : Bali is ___ place. It has beautiful beach and natural view. The ___ in Bali also humble and friendly. I want to __ Bali someday.

Complete the conversation!

a. terrible, animals, see

b. beautiful, people, visit

c. awful, people, visit

d. beautiful, people, study

B. LISTENING TEST

Complete the sentence with the words that you hear from the audio. The no.1 in audio will be no. 11 in this test, the no.2 in the audio will be no.12, and so on. Listen carefully and good luck!

11. X: That train is ___, isn't it?

    Y: Yes, it is.

12. That bag looks ___, doesn't it?

    Y: Yes, it does.

13. X: Wow, he is tall, isn't he?

    Y: Yes, he is.

14. X: That test looks easy, does not it?

    Y: Yes, it does.

15. X: That snail is so ___!

    Y: Yes, it is.

16. X: That chair is really ____, isn't it?

    Y: Yes, it is.

17. X: That rock looks ____, doesn't it?

    Y: Yes, it does.

18. X: That house is so ____!

    Y: Yes, it is.

19. X: That airplane is ____, right?

    Y: Yes, it is.

20. X: This is really ____, right?

    Y: Yes, it is.

C. WRITING TEST

21. Please write a short text about descriptive text. Choose one of the three themes and start to describe using your own words. The text should consist of minimum 5 sentences. Good luck!

      a. Favorite Animal

b. Favorite Person

c. Favorite Object

D. SPEAKING TEST

22. After writing the text, please perform your text by making a short video of you describing your theme. Do not forget to introduce yourself at the beginning of your video. Upload your video in google classroom. Do not read! Try your best to show that you can do it. Good luck!

Appendix 07. The T-table of Reading's Construct Validity Test

Correlation Matrix

		A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	Reading Total (2)
A11	Pearson's r	—										
	p-value	—										
	95% CI Upper	—										
	95% CI Lower	—										
A12	Pearson's r	0.824 ***	—									
	p-value	< .001	—									
	95% CI Upper	0.910	—									
	95% CI Lower	0.670	—									
A13	Pearson's r	0.881 ***	0.935 ***	—								
	p-value	< .001	< .001	—								
	95% CI Upper	0.940	0.968	—								
	95% CI Lower	0.770	0.872	—								
A14	Pearson's r	0.881 ***	0.935 ***	1.000 ***	—							
	p-value	< .001	< .001	< .001	—							
	95% CI Upper	0.940	0.968	1.000	—							
	95% CI Lower	0.770	0.872	1.000	—							
A15	Pearson's r	0.824 ***	1.000 ***	0.935 ***	0.935 ***	—						
	p-value	< .001	< .001	< .001	< .001	—						
	95% CI Upper	0.910	1.000	0.968	0.968	—						
	95% CI Lower	0.670	1.000	0.872	0.872	—						
A16	Pearson's r	0.876 ***	0.824 ***	0.881 ***	0.881 ***	0.824 ***	—					
	p-value	< .001	< .001	< .001	< .001	< .001	—					
	95% CI Upper	0.937	0.910	0.940	0.940	0.910	—					
	95% CI Lower	0.762	0.670	0.770	0.770	0.670	—					
A17	Pearson's r	0.694 ***	0.775 ***	0.828 ***	0.828 ***	0.775 ***	0.694 ***	—				
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	—				
	95% CI Upper	0.838	0.883	0.912	0.912	0.883	0.838	—				
	95% CI Lower	0.460	0.588	0.677	0.677	0.588	0.460	—				
A18	Pearson's r	0.814 ***	0.877 ***	0.809 ***	0.809 ***	0.877 ***	0.939 ***	0.634 ***	—			
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—			
	95% CI Upper	0.904	0.938	0.902	0.902	0.938	0.970	0.803	—			
	95% CI Lower	0.653	0.764	0.644	0.644	0.764	0.880	0.372	—			
A19	Pearson's r	0.939 ***	0.877 ***	0.809 ***	0.809 ***	0.877 ***	0.814 ***	0.634 ***	0.873 ***	—		
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—		
	95% CI Upper	0.970	0.938	0.902	0.902	0.938	0.904	0.803	0.936	—		
	95% CI Lower	0.880	0.764	0.644	0.644	0.764	0.653	0.372	0.757	—		
A20	Pearson's r	0.784 ***	0.645 ***	0.690 ***	0.690 ***	0.645 ***	0.784 ***	0.467 **	0.736 ***	0.736 ***	—	
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	0.006	< .001	< .001	—	
	95% CI Upper	0.888	0.809	0.835	0.835	0.809	0.888	0.698	0.862	0.862	—	
	95% CI Lower	0.602	0.388	0.454	0.454	0.388	0.602	0.147	0.525	0.525	—	
Reading Total (2)	Pearson's r	0.920 ***	0.942 ***	0.949 ***	0.949 ***	0.942 ***	0.948 ***	0.786 ***	0.933 ***	0.904 ***	0.808 ***	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—
	95% CI Upper	0.960	0.971	0.975	0.975	0.971	0.974	0.889	0.966	0.952	0.901	—
	95% CI Lower	0.843	0.885	0.899	0.899	0.885	0.896	0.607	0.867	0.814	0.643	—

Appendix 08. The T-table of Listening's Construct Validity Test

Correlation Matrix

		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Listening Total
A1	Pearson's r	—										
	p-value	—										
	95% CI Upper	—										
	95% CI Lower	—										
A2	Pearson's r	0.642^{***}	—									
	p-value	< .001	—									
	95% CI Upper	0.807	—									
	95% CI Lower	0.383	—									
A3	Pearson's r	0.387^{*}	0.600^{***}	—								
	p-value	0.026	< .001	—								
	95% CI Upper	0.645	0.782	—								
	95% CI Lower	0.051	0.324	—								
A4	Pearson's r	0.291	0.517^{**}	0.824^{***}	—							
	p-value	0.100	0.002	< .001	—							
	95% CI Upper	0.577	0.730	0.910	—							
	95% CI Lower	−0.058	0.211	0.670	—							
A5	Pearson's r	0.454^{**}	0.456^{**}	0.557^{***}	0.342	—						
	p-value	0.008	0.008	< .001	0.051	—						
	95% CI Upper	0.690	0.691	0.756	0.613	—						
	95% CI Lower	0.131	0.133	0.265	−0.001	—						
A6	Pearson's r	0.184	0.527^{**}	0.802^{***}	0.753^{***}	0.481^{**}	—					
	p-value	0.305	0.002	< .001	< .001	0.005	—					
	95% CI Upper	0.496	0.737	0.898	0.871	0.708	—					
	95% CI Lower	−0.170	0.224	0.633	0.553	0.165	—					
A7	Pearson's r	0.184	0.401^{*}	0.535^{**}	0.498^{**}	0.229	0.607^{***}	—				
	p-value	0.305	0.021	0.001	0.003	0.200	< .001	—				
	95% CI Upper	0.496	0.654	0.742	0.719	0.531	0.787	—				
	95% CI Lower	−0.170	0.067	0.234	0.187	−0.124	0.333	—				
A8	Pearson's r	0.325	0.535^{**}	0.734^{***}	0.604^{***}	0.503^{**}	0.686^{***}	0.686^{***}	—			
	p-value	0.065	0.001	< .001	< .001	0.003	< .001	< .001	—			
	95% CI Upper	0.601	0.742	0.860	0.785	0.722	0.833	0.833	—			
	95% CI Lower	−0.021	0.235	0.522	0.330	0.194	0.449	0.449	—			
A9	Pearson's r	0.537^{**}	0.271	0.434^{*}	0.380^{*}	0.465^{**}	0.371^{*}	0.243	0.454^{**}	—		
	p-value	0.001	0.127	0.012	0.029	0.006	0.034	0.172	0.008	—		
	95% CI Upper	0.743	0.562	0.676	0.640	0.697	0.633	0.541	0.690	—		
	95% CI Lower	0.238	−0.079	0.106	0.042	0.144	0.031	−0.109	0.132	—		
A10	Pearson's r	0.559^{***}	0.495^{**}	0.722^{***}	0.576^{***}	0.458^{**}	0.527^{**}	0.386^{*}	0.681^{***}	0.576^{***}	—	
	p-value	< .001	0.003	< .001	< .001	0.007	0.002	0.027	< .001	< .001	—	
	95% CI Upper	0.757	0.717	0.854	0.767	0.692	0.737	0.644	0.830	0.767	—	
	95% CI Lower	0.267	0.183	0.503	0.290	0.136	0.225	0.049	0.441	0.290	—	
Listening Total	Pearson's r	0.614^{***}	0.747^{***}	0.901^{***}	0.773^{***}	0.679^{***}	0.813^{***}	0.604^{***}	0.796^{***}	0.621^{***}	0.804^{***}	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—
	95% CI Upper	0.791	0.868	0.950	0.882	0.829	0.904	0.784	0.895	0.795	0.899	—
	95% CI Lower	0.343	0.543	0.808	0.585	0.438	0.651	0.329	0.622	0.352	0.637	—

Appendix 09. Writing Construct Validity's T-Table

Correlation Matrix

		Content	Organization	Vocabulary	Grammar	Mechanic	Total
Content	Pearson's r	—					
	p-value	—					
	95% CI Upper	—					
	95% CI Lower	—					
	N	—					
Organization	Pearson's r	0.994 ***	—				
	p-value	< .001	—				
	95% CI Upper	0.997	—				
	95% CI Lower	0.988	—				
	N	33	—				
Vocabulary	Pearson's r	0.963 ***	0.960 ***	—			
	p-value	< .001	< .001	—			
	95% CI Upper	0.982	0.980	—			
	95% CI Lower	0.926	0.920	—			
	N	33	33	—			
Grammar	Pearson's r	0.916 ***	0.915 ***	0.946 ***	—		
	p-value	< .001	< .001	< .001	—		
	95% CI Upper	0.958	0.958	0.973	—		
	95% CI Lower	0.836	0.834	0.893	—		
	N	33	33	33	—		
Mechanic	Pearson's r	0.894 ***	0.910 ***	0.866 ***	0.868 ***	—	
	p-value	< .001	< .001	< .001	< .001	—	
	95% CI Upper	0.947	0.955	0.932	0.933	—	
	95% CI Lower	0.794	0.824	0.744	0.747	—	
	N	33	33	33	33	—	
Total	Pearson's r	0.986 ***	0.986 ***	0.975 ***	0.964 ***	0.923 ***	—
	p-value	< .001	< .001	< .001	< .001	< .001	—
	95% CI Upper	0.993	0.993	0.988	0.982	0.961	—
	95% CI Lower	0.971	0.971	0.950	0.927	0.848	—
	N	33	33	33	33	33	—

Appendix 10. Speaking's Construct Validity T-Table

Correlation

		Vocabulary	Pronunciation	Accuracy	Fluency	Total
Vocabulary	Pearson's r	—				
	p-value	—				
Pronunciation	Pearson's r	0.884	—			
	p-value	< .001	—			
Accuracy	Pearson's r	0.874	0.872	—		
	p-value	< .001	< .001	—		
Fluency	Pearson's r	0.816	0.847	0.938	—	
	p-value	< .001	< .001	< .001	—	
Total	Pearson's r	0.962	0.937	0.952	0.905	—
	p-value	< .001	< .001	< .001	< .001	—

Appendix 11. Documentation

Figure 1. Students watched PowToon with their friends

Figure 2. Listen and Repeat Session

Figure 3. Implementation of Grammar' Lesson through PowToon

Figure 4. Students watching PowToon together