

DISCOVERY LEARNING AND *POWTOON* IN TEACHING WRITING RECOUNT TEXT: STUDENTS RESPONSES AND CHALLENGES

Setya Resmini^{1*}, Siska Rizkiani², Angga Maulana³

^{1,2}*IKIP Siliwangi, Indonesia*

³*Universitas Pasundan, Indonesia*

Email: setyaresmini@ikipsiliwangi.ac.id¹, siska.rizkiani@ikipsiliwangi.ac.id²,
anggamaulana1985@unpas.ac.id³

First Received: August 2023

Final Proof Received: September 2023

ABSTRACT

This study investigates students' responses to utilizing discovery learning using PowToon for writing recount texts. The students' responses include four variables from Muhlisin (2018): attention, relevance, confidence, and satisfaction. Moreover, the challenges encountered by students are also examined. This research utilizes a descriptive qualitative approach. This research focuses on tenth-grade students from a vocational high school in Cimahi. Data is gathered through questionnaires, tests, and interviews. The findings indicated that the research was well-received by the students. The methodology and instructional materials facilitated the student's comprehension of the course, leading to increased motivation in producing a well-written recount text. The integration of PowToon in teaching recount text had a favorable response from the students. They continued to have difficulties in grammar and vocabulary, as indicated by the low scores on the test results. The assessment labels most students' writing exam results as good or high percentages. The study determined that students comprehend the topic effectively using the discovery learning approach and PowToon.

Keywords: *challenge; discovery learning; recount text, response; writing*

INTRODUCTION

Writing is often regarded as the most challenging English talent as it requires the writer to convey thoughts and ideas creatively through a cognitive process to facilitate effective communication. Indriyanti & Prasetyo (2018) stated that writing competence is the most challenging talent for students compared to reading, speaking, and listening. Writing is a communication activity that requires a profound thought process. According to Lestari (2020), writing skills involve engaging in tasks that necessitate reasoning. Writing is a form of indirect communication involving reasoning and deep thinking. In other words, writing is an integral part of the English teaching and learning process and cannot be isolated from other components. This research centers on recount text; a type students should excel in writing class. Hyland (in (Sari, 2017) defined recount text as literature that informs readers about previous events.

To enhance the teaching and learning of writing, the teacher must select a learning model or media for their instructional approach. The 2013 curriculum Indonesia's Ministry of Education recommended includes three teaching models: discovery learning, problem-based learning, and project-based learning. Discovery learning is a teaching technique used for teaching writing. As described by Bruner (in Kusumawardani et al., 2019), Discovery learning is a constructivist approach to learning that occurs in problem-

solving scenarios. In this technique, learners utilize their prior experiences and current knowledge to uncover new information, linkages, and truths. Meanwhile, Purnamasari & Argawati (2020) said that this learning paradigm may be good for students since it alters the passive learning process to be more active and creative. Discovery learning facilitates deeper content comprehension by allowing students to acquire new information and abilities by exploring existing knowledge and past experiences.

Teachers require real methods for effectively managing a classroom. Technology allows instructors to promptly access management ideas and techniques tailored to unique scenarios (Larmer et al., 2016). Moreover, animated videos are a form of digital media that can enhance the learning process. According to Herawati et al. (2019), videos can help students develop an interest in studying and enhance their capacity to analyze scientific phenomena seen in daily life. This study utilizes PowToon, an animated video application, as a medium for delivering educational content.

Furthermore, there are other studies related to the subject. (Pais et al. (2017) said that PowToon influenced motivation and contributed to learning new knowledge. Ningsih (2021) stated that utilizing PowToon videos in writing class had several benefits: it generated a positive class atmosphere, increased students' drive and excitement for writing, encouraged students to become autonomous learners, and enhanced instructors' creativity. Fauziah et al. (2021) advocated using the media PowToon to educate vocational school students on writing narrative text because of its benefits. The media enhanced kids' writing and technical skills by utilizing PowToon. They recommended using PowToon as a tool to help kids with their writing since it has the potential to enhance their writing correctness.

This research investigates students' reactions and difficulties with discovery learning as the instructional paradigm and PowToon as the educational tool for composing recount narratives. This project offers an alternate method for organizing classes more engagingly and enhancing students' digital literacy.

Writing

Writing proficiency is a fundamental part of effective English language acquisition. The objective of writing is to convey ideas or emotions to readers to captivate them with the writer's thoughts (Pincas in Purnamasari & Argawati, 2020). Elbow (in Susilawati, 2017) stated that writing involves generating words and ideas and evaluating them to determine their suitability. Writing is a cognitive activity that involves more than just converting spoken words into written symbols (Gaikwad & Karekatti, 2018). It is the process of transforming thoughts into written words on paper based on the explanations provided by experts.

The ability to write must be arranged appropriately in order to actualize the ideas into paper. Brown (in Hosseinpour et al., 2019) mentioned five aspects of writing are: content, vocabulary, grammar, organization, and mechanics. The first aspect is content. Content is the central element of writing, encompassing the concepts and thoughts conveyed in the text. This component pertains to the writer's use of facts in their writing, including the content, formulation of a thesis statement, and the issue's significance. The second aspect is vocabulary. Vocabulary is a collection of words humans comprehend and form part of a particular language. A person's vocabulary is the collection of terms they are familiar with or likely to employ while constructing a statement. The following is grammar. Grammar is the law of language that governs the combination of words. Grammar may impact all structures. The grammar of a language consists of rules that

dictate the structure and arrangement of words to create meaningful units. Moreover, it enhances the significance of writing. Fourth, the text is organized by clearly stating the topic without complexity, and transitions between different issues are fluid without gaps. A writer can link the primary concept of a paragraph by creating each sentence. Furthermore, it is continuing the preceding phrase. The last one is mechanical. Writing must include spelling, punctuation, capitalization, vocabulary, paragraph organization, and how these elements connect to one another.

Recount Text

Students should learn how to write recount text. According to Shopiah & Anggraeni (2018), recounting a series of events chronologically is a recount. Hyland (in Sari, 2017) noted that material that informs readers about previous events is referred to recount text. The purpose of a recount text is to inform or clarify a former event and provide the audience with details of what and when it happened. It may refer to prior experiences, historical events, and life occurrences from the past (Lesmana & Resmini, 2020). To sum up, a recount text explains the chronological events of the past to enlighten readers about what happened in a sequence.

Moreover, the recount text follows a typical format as outlined below. (1) Orientation provides information about the individuals involved, the occurrence, the location, and the event's timing. (2) Record of events: detailing a sequence of events chronologically. (3) Re-orientation: It serves as a conclusion to the narrative and a recapitulation of all the occurrences in the story (Lesmana & Resmini, 2020).

Discovery Learning

Discovery learning is a learner-centered approach that involves learners discovering new information and knowledge independently. Putriani & Rahayu (2018) defined discovery learning as enabling students to acquire new knowledge autonomously. Discovery learning is a strategy that promotes active student learning via self-discovery and investigation, leading to lasting and memorable knowledge retention (Sobari & Husnussalam, 2019). Discovery learning engages students in mental activity by encouraging them to exchange perspectives, discuss, read independently, and self-assess, allowing them to uncover their thoughts (Adelia & Surya, 2017). In summary, discovery learning is an approach that focuses on students learning autonomously by solving challenges and gaining a genuine viewpoint.

PowToon

PowToon is an animated video tool that may be a supporting medium in teaching and learning situations. It is an internet presentation program that enables users to produce animated video explainer messages for free in a professional manner. PowToon is a program that allows users to create engaging animated presentations with features such as handwritten animations, animated cartoons, dynamic transition effects, and easy timeline settings (Puspitarini & Akhyar, 2018). PowToon is a presentation program that offers high-quality animated videos. PowToon can generate animated audio-visual presentation movies to explain course material, business concepts, and other purposes. This application runs on a computer and facilitates the creation of engaging lessons centered around interactive animation content for learning.

METHOD

Research Design

This study employed a qualitative methodology. Kim et al. (in (Bhuana, 2023)) asserted that qualitative research explained the data that describe who and what from a subjective perspective. Awasthy (2019) even said that qualitative research is a process of capturing respondents' experience including their behavior, perceptions, motivations, and actions. This type of research is presented descriptively through narratives and language within a specific context and utilizing various natural methods. Qualitative research involves engaging with individuals to interpret their experiences and get insight into their social reality.

Respondents

The research was conducted on tenth-grade students at a vocational high school in Cimahi throughout 2020-2021. The participants in this study were 36 tenth-grade students from the 2020-2021 academic year. The students' names are kept confidential to uphold research ethics.

Instruments

This study included questionnaires and test. The questionnaire was created to assess students' reactions to the use of Powtoon in teaching writing recount text. According to Nugroho (2018), questionnaires provide researchers with information to fulfill the research objectives. The questionnaire was modified from Muhlisin (2018). It included 10 close-ended questions organized into four indicators: attention, relevance, confidence, and satisfaction. The Likert scale was used to simplify the computation of findings. It included positive choices, such as Agree and Strongly Agree, neutral alternatives, and negative choices like Disagree and Strongly Disagree (Maryuliana & Subroto, 2016).

Additionally, a test was utilized to identify students' challenges in writing a recount narrative using discovery learning with. The topic of the test was recount text. The result of students' writing was then assessed by using Brown's writing rubric. There were five elements of writing in this rubric: topic, vocabulary, grammar, structure, and mechanics (Brown in Hosseinpour et al., 2019). Next, it was analyzed based on Pendekatan Acuan Patokan proposed by (Alfath & Raharjo, 2019)

Procedures

Three procedures were required to be completed in this study. The research process comprised preparation, execution, and assessment, detailed as follows:

Preparation

The researcher acquired entry to the school by obtaining research authorization from the faculty. After receiving authorization from the school, the researcher collaborated with an English instructor to assess activities, students' needs, and classroom circumstances to choose the class for the research. Consequently, the researcher developed educational materials and exercises.

Implementation

The research included three sessions, beginning on October 9th, 2021, with further meetings on October 16th, 2021, and concluding on October 23rd, 2021. During the

initial meeting, the researcher presented the topic that will be examined to the students. The researcher also instructed the students to view a PowToon movie on a recount text. During the second and third meetings, the researcher utilized discovery learning and PowToon to instruct on creating recount text. The researcher presented a historical recount text and outlined the instructional plan. Furthermore, the researcher surveyed students on the processes involved in discovery learning, which include producing stimulation, identifying the issue statement, collecting data, processing data, verifying the produced data, and forming a conclusion. The researcher distributed a questionnaire and exam to all students during the third meeting.

Evaluation

Using a log book, the researcher assessed the preceding phase by examining the conditions present during the teaching and learning process. Questionnaires were issued to students to analyze assessments of teaching and learning from the student's perspective. Furthermore, the researcher utilized test assessments with the students. Students were instructed to compose a recall narrative to evaluate their writing proficiency and identify any challenges they encountered.

Data Analysis

The researcher methodically assessed the acquired data to address the study topic. The researcher employed descriptive qualitative analysis to examine the data. According to Sugiyono (Indayati et al., 2020), three actions were conducted to examine data in a qualitative descriptive study. The operations included data reduction, presentation, and generating conclusions or verification. The researcher structured the data analysis method into three distinct steps.

Data Reduction

Data reduction involves the selection, identification, and classification of significant data. The researcher chose, identified, and concentrated on the data using the research questions as a guide.

Data Display

Data presentation transforms data into phrases, paragraphs, charts, and tables to facilitate comprehension. Subsequently, the researcher converted the selected data into coherent phrases.

Conclusion Drawing and Verification

Conclusion drawing and verification include organizing conclusions based on reliable and trustworthy past facts. The researcher presented the study results and addressed the research questions. The researcher addressed the study issue, elucidated the research data, and correlated the findings with relevant hypotheses.

FINDINGS AND DISCUSSION

The Students' Responses in Learning Writing Recount Text through Discovery Learning Assisted with PowToon

The effectiveness of teaching writing recount text using discovery learning with PowToon in education may be evaluated by analyzing the students' replies. This study

utilized a questionnaire to gather data on students' feedback about the teaching and learning process. The teacher was able to recognize the outcome of discovery learning as the learning approach and the use of PowToon as a tool in the teaching and learning process. Thirty-six tenth-grade students completed questionnaires adapted from Muhlisin (2018) which included 10 close-ended statements rated on a Likert scale. The Likert scale employs "strongly agree" and "agree" for positive responses, "neutral" for neutral responses, and "disagree" and "strongly disagree" for negative responses. The student's replies were displayed in Figure 1.

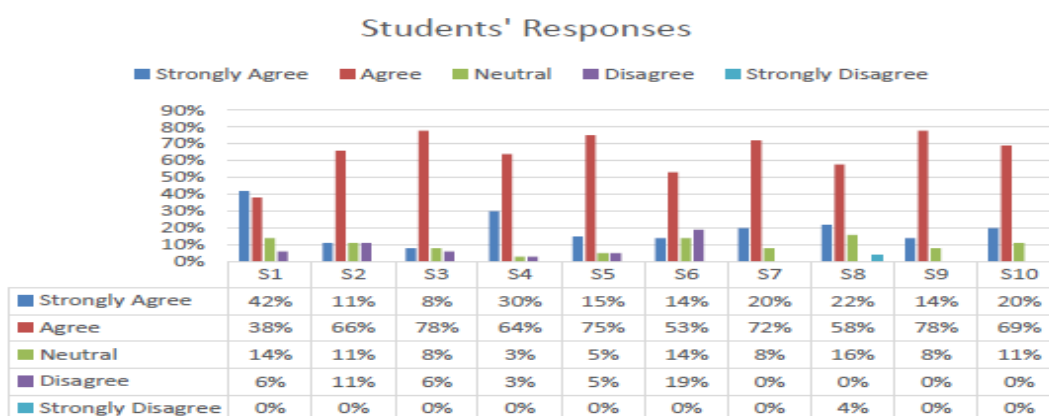


Figure 1. Students Responses

The questionnaire covers four elements of the collected data. The data from Figure 1 is presented as follows:

Attention

The first through fourth statements discussed the attention factors of the investigation.

Statement 1: Did PowToon increase your eagerness to participate in lessons?

The students' responses to the first statement were 42% strongly agree, 38% agree, and 14% indifferent. It demonstrated that children were motivated to learn using PowToon. The students reacted well to this message.

Statement 2: The PowToon used can eradicate the idea of errors within you.

The students responded to the second statement: 11% strongly agreed, 66% agreed, 11% were neutral, and 11% disagreed. This learning process corrected the misconception. The students reacted well to this message.

Statement 3: The conducted PowToon provides significance and facilitates content comprehension.

The students' responses to the third statement were as follows: 8% strongly agree, 78% agree, 8% indifferent, and 6% disagree. The thoughts might be retained for a longer period or be more significant. The students responded well to this message.

Statement 4: Learning with PowToon facilitates comprehension of the information being taught.

The students' responses to the fourth statement were as follows: 30% strongly agreed, 64% agreed, 3% were indifferent, and 3% disagreed. Consequently, students found the

content of the teaching-learning process easy to comprehend. The students responded well to this message.

Relevance

The fifth and sixth sentences elucidated the significance of this learning practice.

Statement: Learning with PowToon is engaging, enjoyable, and exciting.

The students' responses to the fifth statement were as follows: 15% strongly agree, 75% agree, 5% indifferent, and 5% disagree. It demonstrates that learning with PowToon was engaging. The students responded well to this comment.

Confidence

The seventh and eighth statements addressed the importance of confidence in the teaching and learning process.

Statement 7: The teachings of narrative literature may be comprehended via PowToon.

The students' responses to the seventh statement were as follows: 20% strongly agreed, 72% agreed, and 8% were neutral. The students were driven to comprehend the lessons. The students reacted well to this message.

Statement 8: Using PowToon enhances your critical thinking skills.

The students' responses to the eighth statement were as follows: 22% strongly agreed, 58% agreed, 16% were indifferent, and 4% strongly disagreed. The data suggested an enhancement in the student's critical thinking skills. The students reacted well to this message.

Satisfaction

Statements nine and ten discussed the satisfaction elements of the teaching and learning process.

Statement 9: Do you feel valued while sharing your thoughts throughout your studies?

The students' responses to the ninth statement were as follows: 14% strongly agree, 78% agree, and 8% indifferent. The student found satisfaction in sharing their thoughts. The students responded well to this message.

Statement 10: Are you more courageous in articulating your viewpoint while learning?

The students' responses to the eleventh statement were as follows: 20% strongly agreed, 69% agreed, and 11% were neutral. This lesson empowered the students to express their opinions confidently. The students responded well to this message.

The points were determined according to the formula outlined in chapter three, as explained in the comments above. The point calculation was 80, falling within the range of 61-80, indicating a good or good performance. Students' reactions to writing a recount narrative using discovery learning with PowToon in education were favorable.

The Students' Difficulties in Writing Recount Text through Discovery Learning Assisted with PowToon in Learning

To identify the challenges students have when producing recall text. The test required writing an essay as a recount narrative on a historical event. The assessment was conducted during the third meeting. The researcher utilized a writing scoring rubric

developed by Brown (in Hosseinpour et al., 2019). The rubric included content, vocabulary, grammar, organization, and mechanics criteria. The researcher employed a minimum competency standard to assess the student's proficiency in writing recount texts based on the PAP (*Pendekatan Acuan Patokan*) framework by (Alfath & Raharjo, 2019). The assessment results are presented in the table below:

Table 1. The Result of Students Writing Scores

| Students | Indicator | | | | | Total |
|----------------|-----------|--------------|---------|------------|-----------|-------|
| | Content | Organization | Grammar | Vocabulary | Mechanism | |
| Student 1 | 20 | 15 | 10 | 10 | 10 | 65 |
| Student 2 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 3 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 4 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 5 | 20 | 15 | 10 | 15 | 15 | 80 |
| Student 6 | 20 | 15 | 10 | 10 | 10 | 65 |
| Student 7 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 8 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 9 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 10 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 11 | 20 | 20 | 15 | 20 | 15 | 90 |
| Student 12 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 13 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 14 | 20 | 15 | 10 | 15 | 10 | 70 |
| Student 15 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 16 | 20 | 20 | 15 | 10 | 15 | 80 |
| Student 17 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 18 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 19 | 20 | 20 | 15 | 20 | 15 | 90 |
| Student 20 | 20 | 20 | 10 | 10 | 15 | 75 |
| Student 21 | 20 | 20 | 15 | 10 | 15 | 80 |
| Student 22 | 20 | 20 | 15 | 10 | 20 | 85 |
| Student 23 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 24 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 25 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 26 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 27 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 28 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 29 | 20 | 20 | 10 | 10 | 15 | 75 |
| Student 30 | 20 | 20 | 15 | 20 | 20 | 95 |
| Student 31 | 20 | 20 | 10 | 15 | 15 | 80 |
| Student 32 | 20 | 20 | 15 | 15 | 15 | 85 |
| Student 33 | 20 | 20 | 15 | 20 | 15 | 90 |
| Student 34 | 20 | 20 | 15 | 20 | 15 | 90 |
| Student 35 | 20 | 20 | 15 | 20 | 15 | 90 |
| Student 36 | 20 | 20 | 10 | 15 | 15 | 80 |
| Total | | | | | | 2955 |
| Average | | | | | | 82 |
| Maximum | | | | | | 95 |
| Minimum | | | | | | 65 |

The total score of students' writing results was then categorized into the following table.

Table 2. Level of Student Mastery

| Score | Level of Mastery |
|--------------|------------------|
| 90-100 | Excellent |
| 80-89 | Good |
| 65-79 | Sufficient |
| 55-64 | Insufficient |
| Less than 55 | Poor |

The researcher employed a statistical approach described by Maryuliana et al. (2016) to determine the average score on the test. The formula for calculating the mean is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = The students' mean score

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

N = The number of students/subjects

Mean of test:

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

$$N = 2955$$

$$36$$

$$36 = 82$$

The test results indicated a positive reaction to the recount text learning. The average test score was 82, with the best score of 95 and the lowest score of 65. Some students are still struggling with grammar and vocabulary, as indicated by the poor scores on the test results.

The teacher collected students' responses to the teaching and learning process using a questionnaire based on four variables from (Muhlisin, 2018) attention, relevance, confidence, and satisfaction. The initial indication involves using learning strategies to motivate students to engage in lessons, remove the fear of making errors, provide context, and ensure the learning material is easily comprehensible.

The second signal is finding the learning process engaging and reducing the time needed to comprehend the subject. The third factor was students' motivation towards the class and enhancement of their critical thinking skills. The previous indicator showed that students felt more respected when expressing their opinions and more courageous in sharing their viewpoints. The data collected from the questionnaire resulted in a score of 80, indicating a high or favorable categorization. The number of students who provided positive replies by selecting "strongly agree" and "agree" was greater than those who offered a negative reaction. It aligns with the findings of (Nerissa et al., 2019), which demonstrated the students' requirements. The PowToon medium was shown to be highly effective in teaching writing narrative text, with an average percentage of 95% indicating good results in motivating children to grasp the text. Kemp and Dayton (1985), as referenced by Karo-karo & Rohani (2018), suggested that utilizing media enhances the

clarity and interactivity of the learning process. The researcher concludes that students responded positively to teaching writing recount text using PowToon in learning, with 80% of students providing good responses.

Additionally, the data pertains to students' challenges with an exam that involved writing a retelling of historical events. The assessment utilized scoring rubrics developed by Brown (in Hosseinpour et al., 2019). The scores were ranked in descending order: content, organization, mechanics, vocabulary, and grammar. According to data analysis, grammar was identified as the primary challenge for students in learning to write a recount, with a 55% occurrence rate, the lowest among the scores.

Yuliana (2018) pointed out flaws in discovery learning, stating that while it is effective for developing understanding, other components are often overlooked. The teaching and learning process requires evaluation to assess students' writing abilities. The average score of students' writing tests is 82%, with the best score being 95 and the lowest score 65. According to (Ningsih, 2021), employing PowToon videos in writing classes has created a delightful class, increased students' motivation and excitement in writing, encouraged students to become autonomous learners, and enhanced instructors' creativity. The research findings demonstrate that using discovery learning and PowToon effectively addresses students' writing challenges and facilitates the learning process.

CONCLUSION

The students responded positively to this research. The technique and materials facilitated the student's lecture comprehension, motivating them to produce a recalled text. The questionnaire findings, with an average score of 80, indicate that the strategy and media execution received a favorable reaction from the students. The students' challenges in creating recall text were mostly related to grammar, as indicated by the examination of their test results. Most students scored 82 on the writing test, which falls into the good or high category of assessment results. The study determined that students comprehend the topic effectively using the discovery learning approach and PowToon.

REFERENCES

- Adelia, W. S., & Surya, E. (2017). Resolution to Increase Capacity by using Math Students Learning Guided Discovery Learning. *International Journal of Sciences: Basic and Applied Research*. pp. 34, 144–154
<http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>
- Alfath, K., & Raharjo, F. F. (2019). Teknik Pengolahan Hasil Asesmen: Teknik Pengolahan dengan Menggunakan Pendekatan Acuan Norma (PAN) dan Pendekatan Acuan Patokan (PAP). *Jurnal Komunikasi dan Pendidikan Islam*, 8(1), 1–28. <https://doi.org/https://doi.org/10.36668/jal.v8i1.105>
- Awasthy, R. (2019). The Nature of Qualitative Research. *Methodological Issues in Management Research: Advances, Challenges, and the Way Ahead*. <https://doi.org/DOI:10.1108/978-1-78973-973-220191010>
- Bhuana, G. P. (2023). The Benefits and Drawbacks of Kahoot: Students' Perspective. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 2224–2232. <https://doi.org/10.24256/ideas.v10i2.3508>
- Fauziah, A.S.N., Friatin, L.Y., & Surahmat, A. (2021). Teaching Media “Powtoon” to Assist Students' Writing Narrative Text. *Jadila: Journal of Development and*

- Innovation in Language and Literature Education*, 1 (4), 416-422.
<https://doi.org/10.52690/jadila.v1i4.154>
- Gaikwad, J., & Karekatti, Tripti. (2018). Improving Writing Skills of Commerce Students. *IJELLH*, 6(5), 1122–1131.
https://www.researchgate.net/publication/332844760_IMPROVING_WRITING_SKILLS_OF_COMMERCE_STUDENTS/citation/download
- Herawati, R., Sulisworo, D., & Fayanto, S. (2019). The Development of Learning Videos on PowToon-based Work and Energy Topics to Support Flipped Classroom Learning. *IOSR Journal of Research & Method in Education*, 9(4), 51–58.
<https://doi.org/10.9790/1959-0904015158>
- Hosseinpour, N., Biria, R., & Rezvani, E. (2019). Promoting Academic Writing Proficiency of Iranian EFL Learners through Blended Learning. *Turkish Online Journal of Distance Education*, 20(4), 99–116.
<https://doi.org/10.17718/tojde.640525>
- Indayati, T., Hasbulloh, M. S., Habibah, N., & Amelia, C. B. (2020). The Role of Teaching Period in Students' EFL Achievement. *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*.
<https://doi.org/10.2991/assehr.k.200427.023>
- Indriyanti, R., & Prasetyo, Z. K. (2018). Improving the Experiment Report Writing Skills of Fifth Graders through the Discovery Learning Method. *Jurnal Prima Edukasia*, 6(1), 102–110. <https://doi.org/10.21831/jpe.v6i1.17284>
- Karo-karo, I. R., & Rohani. (2018). Manfaat Media dalam Pembelajaran. *Axiom: Jurnal Pendidikan Dan Matematika*, 7(1), 91–96.
<https://doi.org/http://dx.doi.org/10.30821/axiom.v7i1.1778>
- Kusumawardani, A. D., Mulya, D., & Faizah, A. (2019). Empowering Students' Creativity and Critical Thinking through Discovery Learning-based Writing Assessment. *Journal of Linguistics and Language Teaching*, 5(1).
<http://ejournal.iainbengkulu.ac.id/index.php/linguists>
- Larmer, W., Baker, C., & Gentry, J. (2016). A Model for Online Support in Classroom Management: Perceptions of Beginning Teachers. *Administrative Issues Journal: Education, Practice, and Research*, 6(1). <https://doi.org/10.5929/2016.6.1.3>
- Lesmana, Y., & Resmini, S. (2020). Students Response toward the Use of Scanning Technique in Reading Recount Text. *PROJECT (Professional Journal of English Education)*, 3(5), 577. <https://doi.org/10.22460/project.v3i5.p577-581>
- Lestari, S. W. (2020). Kendala Pelaksanaan Pembelajaran Jarak Jauh (PJJ) Dalam Masa Pandemi. *Jurnal Ilmu Pendidikan*, 2(3), 1–7.
- Maryuliana, Subroto, I. M. I., & Haviana, S. F. C. (2016). Sistem Informasi Angket Pengukuran Skala Kebutuhan Materi Pembelajaran Tambahan Sebagai Pendukung Pengambilan Keputusan Di Sekolah Menengah Atas Menggunakan Skala Likert. *Jurnal Transistor Elektro Dan Informatika (TRANSISTOR EI)*, 2(1), 1–12.
<http://jurnal.unissula.ac.id/online/index.php/EI>

- Muhlisin, A. (2018). Analysis of Students' Response of the Implementation of RMS (Reading, Mind Mapping, and Sharing) Learning Model in Philosophy of Science. *USEJ*, 7(1). <http://journal.unnes.ac.id/sju/index.php/usej>
- Nerissa, M., Pulungan, A. H., & Erlita, Y. (2019). Developing Media Based on Powtoon in Teaching Writing Recount Text for Grade VIII Students in SMP Muhammadiyah 1 Medan. *Journal of English Language Teaching of FBS UNIMED*, 8(3), 1–12. <https://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/20896/14513>
- Ningsih, N. A. (2021). Teaching Writing Recount Text by Using Powtoon Video. *English Teaching Journal : A Journal of English Literature, Language and Education*, 9(1), 60. <https://doi.org/10.25273/etj.v9i1.9525>
- Nugroho, E. (2018). *Prinsip-Prinsip Menyusun Kuesioner*. UB Press:Malang
- Pais, M. H. R., Nogués, F. P., & Muñoz, B. R. (2017). Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs. *International Journal of Emerging Technologies in Learning*, 12(6), 120–131. <https://doi.org/10.3991/ijet.v12i06.7025>
- Purnamasari, A., & Argawati, N. O. (2020). The Use Discovery Learning Method in Teaching Writing Recount Text to the Tenth Grade of SMAN Ngamprah. *PROJECT (Professional Journal of English Education)*, 3(4), 470. <https://doi.org/10.22460/project.v3i4.p470-476>
- Puspitarini, Y. D., & Akhyar, M. (2018). Developing Powtoon-Based Video Learning Media for Five Grade Students of Elementary School. <http://conference-fikom.unitomo.ac.id>
- Putriani, D., & Rahayu, C. (2018). The Effect of Discovery Learning Model Using Sunflowers in Circles on Mathematics Learning Outcomes. *International Journal of Trends in Mathematics Education Research*, 1(1), 22–25. <https://doi.org/10.33122/ijtmer.v1i1.26>
- Sari, K. M. (2017). An Analysis of Students' Problem in Writing Recount Text. *JURNAL EDUCATIVE: Journal of Educational Studies*, 2(1), 15–22. <https://ejournal.uinbukittinggi.ac.id/index.php/educative/article/view/316/151>
- Shopiah, S., & Anggraeni, R. (2018). Teaching Recount Text Through Scrabble Game. *PROJECT (Professional Journal of English Education)*, 1(3), 201. <https://doi.org/10.22460/project.v1i3.p201-206>
- Sobari, M. R., & Husnussalam, H. (2019). The Use of Discovery Learning Method to Improve Students' Writing Descriptive Text. *PROJECT (Professional Journal of English Education)*, 2(2), 133–139. <https://doi.org/10.22460/project.v2i2.p234-240>
- Susilawati, F. (2017). Teaching Writing of Narrative Text Through Digital Comic. In *Journal of English and Education* (Vol. 5, Issue 2). <http://ejournal.upi.edu/index.php/L-E/article/view/9939>
- Yuliana, N. (2018). Penggunaan Model Pembelajaran Discovery Learning Dalam Peningkatan Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 2(1), 21–28. <https://doi.org/10.24036/fip.100.v18i2.318.000-000>