

**POWTOON: PRESENTING SQ3R IMPLEMENTATION IN READING CLASS  
THROUGH A WEB-BASED MEDIUM**

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**ABSTRACT**

*Technology has growth rapidly from time to time and it has been in an era so-called industrial revolution 4.0. Its growth has impacted many aspects of human life including education. Thus, as lecturers whose students are mostly from millennial generation, we should also apply technology in a class to meet their characteristics which cannot be separated from it. Furthermore, the use of technology in a class can give some benefits, like motivating students and delivering the material in an attractive way. Additionally, to maximize this technology usage, the researchers implemented Survey, Question, Read, Recite, and Review (SQ3R) teaching strategy in reading class. It was expected to encourage students in reading and using technology in a reading class. This study is descriptive research and was aimed to describe the implementation of SQ3R in reading class and how the students present the result of their reading using a web-based medium, Powtoon. The research subjects were second semester of English Literature Students at Universitas Teknokrat Indonesia (UTI) who took Basic Reading Class. At the end, the researchers found that the students responded positively by implementing SQ3R in reading class well. They also showed a great performance during their presentation of SQ3R implementation through a web-based medium, Powtoon.*

**Keywords:** SQ3R, reading class, web-based medium

**INTRODUCTION**

Industrial revolution 4.0 has become a trending topic for the past years because it shows a technology revolution which has impacted to many aspects of human life including education. People tend to use technology in their daily life because it gives many benefits that cannot be denied, such as helping a mass production, limitless time and place boundary, increasing quality

of life and many more. The researchers whose job is in education area also cannot avoid the impact of industrial revolution 4.0 by applying technology in a class because it helps lecturers deliver the material in more effective and attractive way. As Courville (2011) said technology usage in education field could focus on effectiveness and efficiency of educational experiences for both a lecturer and students. Schacter (1999) even found that the impact of educational technology showed that the students could gain positive achievement.

Furthermore, it is not only a technology which has changed and improved but also the students themselves from those who like paper reading and writing activities to those who always do whatever their activity with their gadget, so-called millennial generation. It is in line with Main (2017) that millennial generation is those who were born between 1981 to 1996 and has a characteristic of simply adapting to rapid technology change. Dimock (2019) also said that millennial generation is those who were born in the era which technology and internet have become part of human life. Thus, the way people or students behave will be different from previous generation. This condition forces lecturers to also change the way they teach in a class or it will not meet students' characteristics anymore and may cause burdensome to both lecturers and students. Realizing this condition, the researchers are going to combine technology and reading strategy in Basic Reading class.

*Powtoon*, a web-based medium, is chosen as an animated video presentation in Survey, Question, Read, Recite, and Review (SQ3R) implementation because its enchanting features. First, it has free charge access which can allow the students to create an animated video presentation without paying. Second, the students may combine text, audio, animation, and many more things in their animated video presentation which have been provided in this we-based medium or even they insert them from other sources. Third, they can save their file in a *Powtoon*'s storage without worrying the file may be infected by virus or lose because of several reasons. It may also allow them to open their file whenever and wherever they are going to present or open the animated video as long as they have internet with them. Fourth, they can also share directly their animated video in social media such as YouTube, etc. Last but not least, this animated video can boost their confidence because they present their topic in a very interesting and attractive way compared to usual presentation software they have done so far and even when they forget or get nervous about what they are going to say, it can be hidden by their attractive animated video. So, this web-based medium does really have many captivating attributes for boosting a students' presentation.

Besides encouraging students to use technology, the researchers also introduce SQ3R as a reading strategy in Basic Reading Class. SQ3R is one of reading strategies in coping with a long text, book, and journal. Sulistyarningsih (2014) said that SQ3R is an excellent reading method for intensive and rational reading needs. The purpose of applying SQ3R strategy is to make reading activity becomes purposeful and meaningful without wasting much time and it covers several steps, as shown by table 1:

Table 1. SQ3R Steps

Step	Activity	Purpose
Survey	<ul style="list-style-type: none"> <li>➤ Read the title, subtitle, and beginning and ending of a text.</li> <li>➤ Notice italic/bold text.</li> <li>➤ Look at visual material.</li> <li>➤ Read caption.</li> </ul>	To know main idea of a text.
Question	<ul style="list-style-type: none"> <li>➤ Create a question from title and subtitle.</li> </ul>	To understand and recall the text better.

Read	➤ Read the whole text.	To find the answer that you have created before.
Recite	➤ Answer and write the answer of a previous activity in your own word.	To comprehend what is the text about and memorize the information.
Review	➤ Make a resume of a text	To emphasize points or ideas of the text.

Hopefully, after applying SQ3R and technology in a class, lecturers can encourage the students to read efficiently and present confidently in a Basic Reading class. Thus, this research is aimed to describe the implementation of SQ3R in reading class and how the students present the result of their reading using a web-based medium, *Powtoon*.

This research used a descriptive qualitative research design since the researchers focused on a social phenomenon how students implemented SQ3R reading strategy to comprehend a long text and presented their result of understanding in front of the class by using a web-based medium, *Powtoon*. The data were obtained from observation, tests, and questionnaire. It is in a line with Hancock (2009: 7) that the concerned of descriptive qualitative research is to develop an explanation and find the answer of a social aspects which come from the questions: (1) how people behave like the way they do, (2) how attitudes are formed, (3) how people affected by the events, and (3) how practices and cultures have developed in the way they have. Thus, by doing this research, the researchers wanted to obtain further explanation on how reading strategies and technology affect students' behavior in reading class.

The participants of this research were second semester of English Literature students who took Basic Reading class in academic year 2017/2018 at Universitas Teknokrat Indonesia. There were two classes of Basic Reading class but the researchers chose SS17B because one of the researchers was the one who taught them, so it was easy for us to manage the class and familiar to the setting.

## FINDINGS AND DISCUSSION

The result of data analysis is presented in two categories: implementing of SQ3R as a reading strategy, *Powtoon*, and activities employed in using *Powtoon* for presenting students' understanding in reading.

### The Implementation of SQ3R

SQ3R was introduced and implemented in a Basic Reading class as a reading strategy following the materials which focused on a long-tourism text, such as hotels, country cuisine, entering country, eating out, travelling, tourism place, tourism festival, and world wonder. In this class, students were assigned to comprehend knowledge regarding to tourism by reading and sharing to their friends in a class because as English Literature students, they are expected to do/work in business area than in education.

In the beginning of the semester, a lecturer explained about what was SQ3R reading strategy and asked the students to apply it in comprehending a long text about tourism. She divided the students into a group which was consisted of 3-4 students. Each group obtained topic of a text that they needed to read and was given a week to do SQ3R and prepared a web-based presentation. The students had to write a step-by-step activity they did during SQ3R implementation.

After that, students came in front of the class to present two things: (1) their step-by-step activity in implementing SQ3R and (2) the topic about tourism by using *Powtoon*.

### ***Powtoon***

*Powtoon* is a web-based medium which combines text, audio, and animation together as a means of presentation or promotion. It has a premium and free charge access, so it depends on the need of the users itself. As students, they can choose a free charge access for creating an animated presentation video and it can already fulfil their need. There are several steps that the students need to do in order to use it as a means of presentation of SQ3R implementation, as follows:

1. They need to open [www.powtoon.com](http://www.powtoon.com) on their browser.

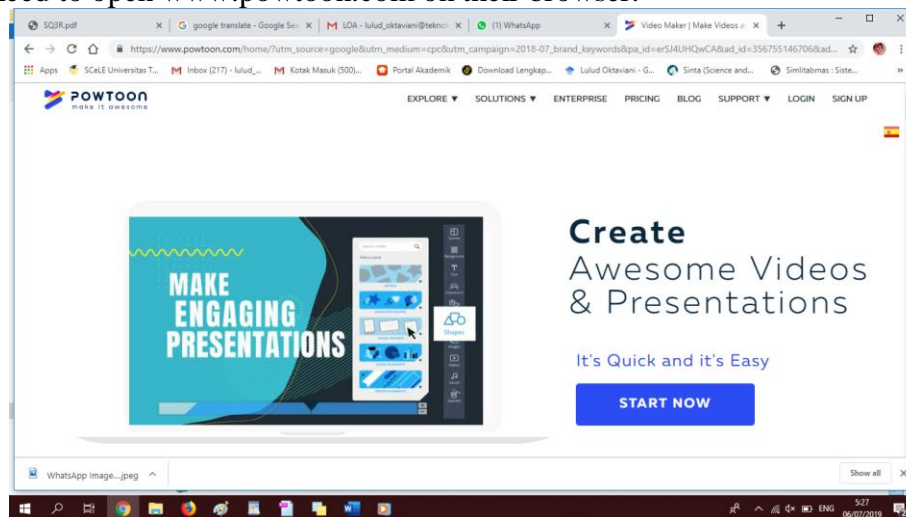


Figure 1. First display of *Powtoon*

2. They need to register or sign up with their email or social media.

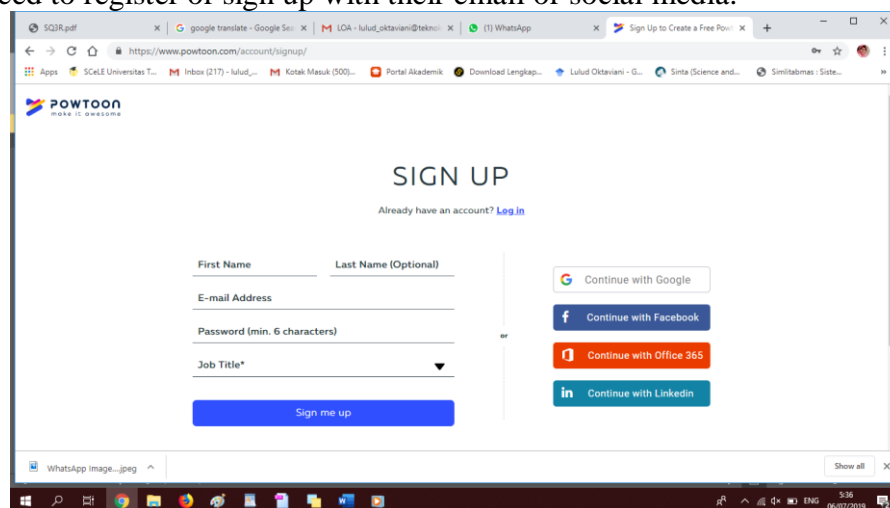


Figure 2. Sign up display of *Powtoon*

3. They choose a presentation template they want and are able to create an animated presentation video directly.

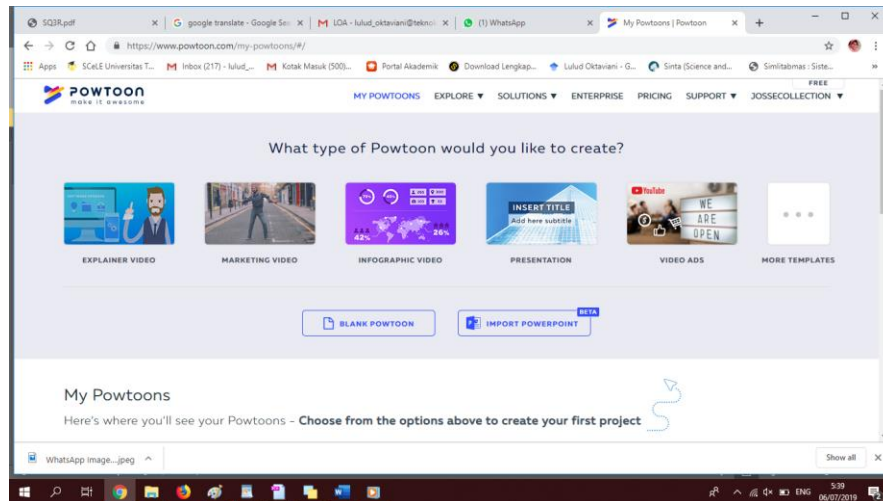


Figure 3. A Presentation Template of *Powtoon*

4. They can input text, audio, picture, and even animation on every slide.

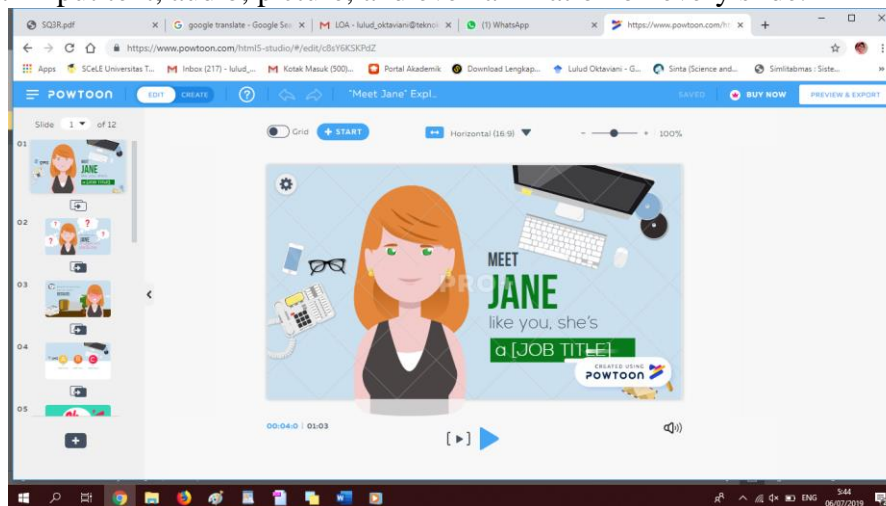


Figure 4. Display of Every slide

5. In the end, students can either save or share their video.

### Activities Employed in Using *Powtoon*

The activities employed in using *Powtoon* at Basic Reading class can be described into a presenting a step-by-step activity of SQ3R and topic they have obtained with two *Powtoon* videos, and having a question and answer session.

#### ■ Presenting a Step-By-Step Activity of SQ3R

The presentation of a step-by-step activity of SQ3R was to verify whether or not they implemented this strategy in reading the topic given by the lecturer.



Figure 5. Students' *Powtoon* Video of a step-by-step activity in Implementing SQ3R

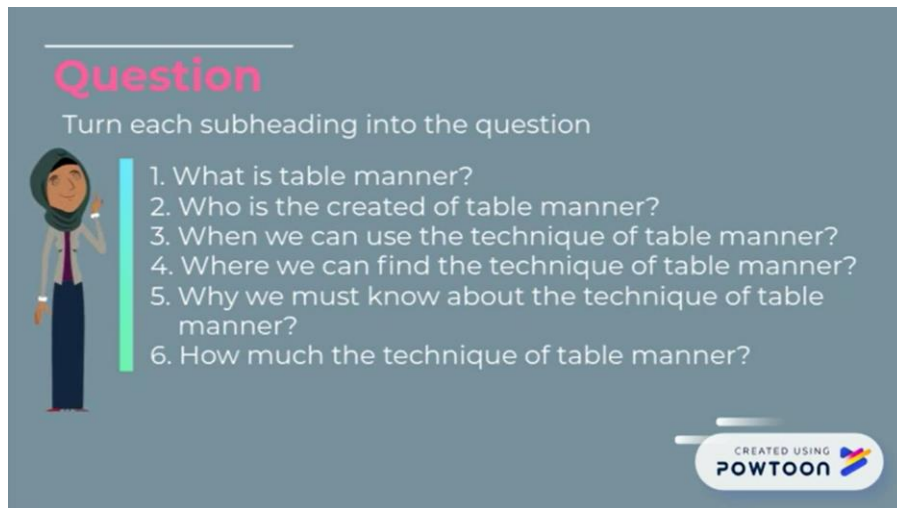


Figure 6. Students' *Powtoon* Video of a Question Step

- **Presenting a Topic of Tourism**

The presentation of the topic given by the lecturer was to measure students' understanding toward a text and share it to their friends in a class.



Figure 7. Students' *Powtoon* Video of Travelling (1)



Figure 8. Students' *Powtoon* Video of Travelling (2)

During their presentation, students could play the *Powtoon* video until the end, explain the topic, and have a question and answer session or they could pause the video, explain it point by point, and have a question and answer session. Finally, in the end of semester, the students were given a questionnaire to see their opinion toward technology usage for presenting SQ3R implementation. The result was shown in the table 2:

Table 2. SQ3R Steps

No.	Statements	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1.	I prefer write/read the material in my phone/laptop.	4.5	18.2	45.5	31.8
2.	I prefer learn the material from my phone/laptop to books.	9.1	4.5	59.1	27.3
3.	I prefer having a presentation in class by using white board to technology.	27.3	31.8	31.8	9.1



4.	Technology helps me in having a presentation.	4.5	0	40.9	54.5
5.	I enjoy having presentation by using Powtoon.	4.5	13.6	50	31.8
6.	Powtoon makes my presentation become more interesting.	4.5	4.5	40.9	50
7.	Powtoon helps me delivers/remembers the material better.	4.5	13.6	59.1	22.7
8.	Powtoon maximizes my presentation because it combines video, animation, text, and graphic.	4.5	4.5	59.1	31.8
9.	Powtoon makes my friends pay attention more compared to another tool of presentation.	4.5	9.1	45.5	40.9
10.	Technology intimidates and threatens me.	40.9	40.9	13.6	4.5

From the table 2 it can be seen that 45.5% of students agreed and 31.8% students strongly agreed to use technology in reading and writing. Next, 59.1% and 27.3% students agreed and strongly agreed that they prefer learning material from laptop to books. However, they were only 31.8% and 9.1% of students who agreed and strongly agreed to use technology as a means of presentation. The researchers assumed because they were not used to having a presentation by using a web-based medium because in the next statement 40.9% and 54.5% of students agreed and strongly agreed that technology helped them in having a presentation. Furthermore, 50% and 31.8% of students agreed and strongly agreed that they enjoyed having a presentation through *Powtoon*. Moreover, more than 70% of students agreed and strongly agreed that *powtoon* made their presentation more interesting, helped them delivered/remembered the material better, maximized their presentation, and attracted the audiences. At last, more than 80% disagreed and strongly agreed that using technology did not intimidated/threated the students. Thus, the students showed positive respond in using technology for presenting the implementation of SQ3R. They also showed a great performance during their presentation of SQ3R implementation through a web-based medium, *Powtoon*.

## CONCLUSION

Following technology revolution causes people to adapt and use it in their daily life including lecturers who work in education area. It makes lecturers to combine technology and learning strategy in a class to meet the current condition. As a result, the researchers applied *powtoon* in implementing SQ3R in reading class of Universitas Teknokrat Indonesia. Surprisingly, students did enjoy the activities and gave a positive respond toward technology usage in implementing a web-based medium.

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