

THE EFFECT OF USING PLOTAGON APPLICATION INTO STUDENTS' SPEAKING SKILL FOR SEVENTH GRADE AT SMP METHODIST TANJUNG MORAWA

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Abstract

Plotagon is a multifunctional animation application that helps students to create their own stories in various languages through texting or recording our voices. The use of animation for education is very important because animation can help students to solve problems that they encounter in the subject matter by making students imagine the subject matter. This research explores the effectiveness of the Plotagon application in enhancing the speaking skills of seventh-grade students at SMP Methodist Tanjung Morawa. In this research, the researcher will collect data by experimenting. The experimental research describes what happened with particular variables where there is certain treatment given to the students, so that this study uses an experimental study as one form of quantitative research to see the effectiveness of using Plotagon application into students' speaking skill of the 7th grade students of SMP Methodist Tanjung Morawa. A control group received conventional instruction, while the experimental group was taught using Plotagon. The findings indicate that students in the experimental group showed significant improvement in their speaking skills, demonstrating increased motivation, engagement, and confidence. The results suggest that integrating animation-based applications like Plotagon into English language learning can enhance students' speaking proficiency and overall language acquisition.

Keywords: *Plotagon, Speaking skills, Motivation, Engagement, Language learning*

Abstrak

Plotagon adalah aplikasi animasi multifungsi yang membantu siswa membuat cerita mereka sendiri dalam berbagai bahasa melalui SMS atau merekam suara kita. Pemanfaatan animasi dalam dunia pendidikan sangatlah penting karena animasi dapat membantu siswa untuk memecahkan permasalahan yang ditemuinya pada materi pelajaran dengan membuat siswa berimajinasi terhadap materi pelajaran. Penelitian ini mengeksplorasi efektivitas penerapan Plotagon dalam meningkatkan keterampilan berbicara siswa kelas tujuh di SMP Methodist Tanjung Morawa. Dalam penelitian ini, peneliti akan mengumpulkan data dengan melakukan percobaan. Penelitian eksperimental menggambarkan apa yang terjadi dengan variabel tertentu dimana terdapat perlakuan tertentu yang diberikan kepada siswa, sehingga penelitian ini menggunakan penelitian eksperimen sebagai salah satu bentuk penelitian kuantitatif untuk melihat keefektifan penggunaan penerapan Plotagon terhadap keterampilan berbicara siswa kelas 7. siswa SMP Metodis Tanjung Morawa. Kelompok kontrol menerima pengajaran konvensional, sedangkan kelompok eksperimen diajar menggunakan Plotagon. Temuan menunjukkan bahwa siswa dalam kelompok eksperimen menunjukkan peningkatan yang signifikan dalam keterampilan berbicara mereka, menunjukkan peningkatan motivasi, keterlibatan, dan kepercayaan diri. Hasilnya menunjukkan bahwa mengintegrasikan aplikasi berbasis animasi seperti Plotagon ke dalam pembelajaran bahasa Inggris dapat meningkatkan kemahiran berbicara siswa dan penguasaan bahasa secara keseluruhan.

Kata Kunci: *Plotagon, keterampilan berbicara, motivasi, keterlibatan, pembelajaran bahasa*

INTRODUCTION

Many people already know that English is a global or international language. This is because English is a tool of communication and interaction with people between countries in the globalized

world. Indonesia is one of countries which use English as a foreign language. English is a foreign language for Indonesian citizens. This is because since birth, the first language given by Indonesian parents is the mother tongue. Then the second

language is Indonesian. Therefore, for Indonesian citizens, English is a foreign language that is difficult to understand and practice. English is one of the subjects that is not taught at all school levels. We know that speaking is an important skill that is used to communicate in conveying information, ideas, opinions or those that originate from our thoughts or the thoughts of other people.

At Methodist schools, almost all 7th-grade students who have just entered Methodist schools said that they only learned English in grades 4-6. Meanwhile, in grades 1 to 3, they are not taught. This means that this subject has limited time to be taught in class. Also, they said that Teachers also always use monotonous methods such as recording explanations, working on questions, and memorizing formulas and vocabulary. So, students become bored, have low interest and do not gain experience speaking English. As a result, students in Methodist Tanjung Morawa have problems speaking English and it is still low because they rarely practice and carry out speaking activities in class.

Based on the observation that was conducted, the researcher found the students have difficulties and some problems in learning English. The problems are the students are less confident in speaking English, felt difficult in remembering vocabulary, and shy to express their expression and the last students become bored because the lessons are not fun, just writing, memorizing and answering questions.

Whereas in the current era, technology has developed very rapidly. Teachers as educators must be smart in using technology to apply it in class activities for making students be interested in learning English and easy to understand the lesson. Also, it is useful to teacher in teaching English because technology will provide some tools to make teaching run well and be fun. To solve those problems, the teacher needs to

provide some media or methods in teaching and learning process that have a very important role. And it is by using Plotagon application.

In recent years, the integration of animation in education has increased dramatically and has been claimed as an effective new trend for teaching effectiveness and collaborative learning. The use of animation has become commonplace. Many platforms or applications provide teaching using animation. This is because by using animation, we can explain complex concepts and the working mechanism of a tool and can convey information effectively, efficiently and interestingly. And the Student like it. In addition, animation has the potential of providing visualization to solve the problems of any cognitive overload and misinterpretation (Tversky et al., 2002).

One of the animation tools is the Plotagon. Plotagon is a multifunctional application that helps students to create their own stories in various languages by texting or recording and students can also choose the background for the story they want to create. Plotagon helps students create their own characters, choose scenes, write dialogs, and add emotions, sound effects, and action. Love (2013) encourages teachers to use the Plotagon in the classroom as a creative digital app for endless purposes such as narrative and creative writing, oral presentations, giving feedback, and other classroom practices. The most important of all is that teachers can add content and use it for their presentations and flipped learning.

This application can we used by using our smartphones, PC or Laptop. This application is very easy to use and can be accessed by everyone, so students and teachers can use it. The things that must be followed are: 1. Students must download the Plotagon story application on Play Store.



Figure 1 Plotagon Story

2. Then, after the Plotagon story application downloaded, open the application. And this is how does the initial application look like.



Figure 2. Initial application

3. Next, you can create your video and You will see your room which the application provides first.



Figure 3. Video

4. But you can choose a background that suits your story or what you want by clicking on the background replacement section as shown above. And you'll see some background references.

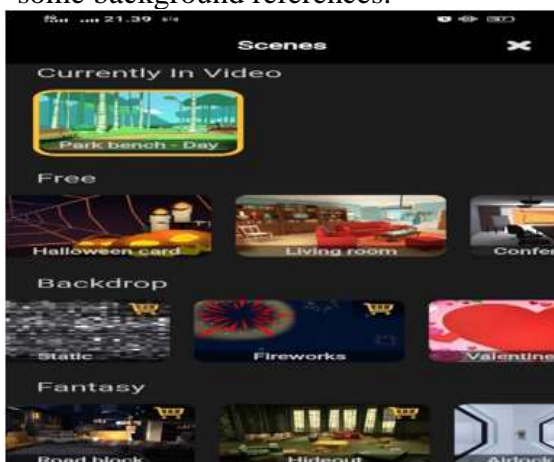


Figure 4. Background

5. And then you can design your avatar as you want by changing the gender, skin, hair style, nose, eyes, clothes, pants and also name of your avatar

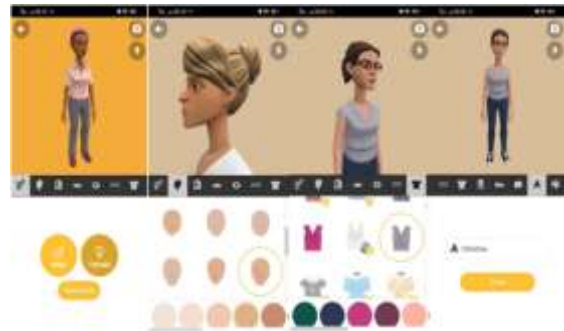


Figure 5. Avatar Design

6. After your background and avatar are finished. You can record your voice by clicking the button above.



Figure 6. Voice record

7. After that you have to click this symbol to record your voice. After you finished record your voice, you have to click this symbol (✓) to save your recording.



Figure 7. Recording save

8. If you want to check your recording. You can listen again by clicking this



Figure 8. Replay the recording

To support this research, the writer also has read some related references and research undertaken.

The first research entitled "Think, Pair, and share while Using Plotagon: A Digital App for Replacing the Classroom Boredom and Demotivation with Engagement and Motivation" by Al-Khalidi, Al Hinai, & Al Sabah (2022). This thesis is concern of the importance of digital applications in creating a more engaging and motivating learning environment. The difference between the previous research with this research is that the previous research is only focus on contributing to teaching effectiveness within engaging and motivating students in speaking. But this research is focus on the effectiveness of Plotagon in students' speaking skill. Although there is difference from previous research, this research has similarity with the previous research, namely that both studies use the Plotagon application in the classroom. And this research will contribute within giving new research in speaking skill for next teacher or researcher.

And second research is Plotagon Application Development Learning Speaking Skills by Mudinillah, Nurfadilah, and Rudiamon (2022). This research is talking about the potential of Plotagon for enhancing speaking skills through engaging and interactive activities and

developing speaking skills in their study." The similarity with this research is discuss about speaking skill and the different with this research is that the previous research is also focused on engaging and interactive activities. This research will contribute a lot for next teacher or researcher because it can be a reference material.

The third one is the use of Plotagon to enhance the English writing skill in secondary school students by Guzmán Gámez, D. Y., & Moreno Cuellar, J. A. (2019) This research focused to explores the effectiveness of using Plotagon to enhance the English writing skills of secondary school students such as creating short stories, dialogues, or presentations, and then assessing the impact on students' writing abilities. The difference between the previous research and this research is the previous research is only focus on improving students' writing skill but this research is focus on students' speaking ability. But they have similarity, that is both researcher uses Plotagon application. The contribution of this research is very beneficial because it is useful for students' speaking skill.

The fourth one is Utilization of Interactive Learning Media Based on the Plotagon Application in Learning Arabic Speaking Skills by Kurnia, Aprilia, Muhammad, and Fitriani (2023). This research focused on the utilization of Plotagon as a tool to improve Arabic speaking skills, highlighting its potential for creating engaging and interactive learning experiences in acquisition of Arabic speaking skills." The difference is this research focus on Arabic speaking skill not English and the similarity with this research is discussing about Plotagon application in speaking skills. The contribute of this research is very beneficial because this research can be reference material for next researcher in students' speaking skill.

From the previous research above, researchers know that Plotagon has succeeded in improving students' language skills. This

means that this research has enriched the theory about Plotagon as a good medium that can encourage students to actively speak and improve their speaking abilities. This research focuses on the Junior high school of Methodist Tanjung Morawa and this research has conceptual framework to make sure this research has arranged well by the researcher. The conceptual framework of this research is based on the utilization of the Plotagon applications as interactive media in English language learning to improve the speaking skills of junior high school students. The research's free and bound variables will be theoretically connected using a conceptual framework (Kivunja, 2018).

This research investigates the effectiveness of using the Plotagon application as a pedagogical tool to enhance students' motivation and engagement in speaking skills at SMP Methodist Tanjung Morawa by doing 2 different method of teaching and at the end they will be assessed on their speaking and a questionnaire to find out how motivated they are and how much they want to participate in speaking. The framework posits that the use of Plotagon, with its interactive and creative features, can positively influence students' affective and behavioral learning domains, ultimately leading to improved speaking proficiency.



Figure 9. Framework of research

METHODOLOGY

The goal of this study is to explore the effectiveness of Plotagon application into students' speaking skill for seventh grade at SMP Methodist Tanjung Morawa. In this research, the researcher will collect data by experimenting. The experimental research describes what happened with particular variables where there is certain treatment given to the students, so that this study uses an experimental study as one form of quantitative research to see the effectiveness of using Plotagon application into students' speaking skill of the 7th grade students of SMP Methodist Tanjung Morawa. According to Creswell (2012:19), the quantitative method is a method that deals with statistical analysis of the data in the form of scores and numbers. One group pretest-posttest design used in this research tends to find out the effectiveness of using Plotagon application into students' speaking skills for seventh grade, especially for grade 7-1.

It means that the researcher will categorize the individual into two groups: one will receive the therapy and another one as the control group that will not receive treatment. And then the researcher will then analyze the change of their ability, then compared to the other group that is not given the treatment.

This research involves two experimental groups: the first group will be taught using conventional teaching (GMT/Repetitive Drills), the second group will be taught through Plotagon application. And the aim is to find out whether Plotagon application has effect into students' speaking skill or not. The research design is an experimental designing way of ANOVA that is used to compare the means of two or more groups. It's a powerful tool often used in experimental research to determine if there's a significant difference the groups being studied. The goal of ANOVA in this research is to assess the effect of using Plotagon application and control group on students' speaking skill. In doing this research, first group in control class will be

taught conventional technique in Pre-test and Post-test. And then the experimental research used of the Plotagon application as

Table 1: *Research Design*

Group	Pre-Test	Treatment	Learning Method	Post-Test
Experiment	Conducted	Visual Media	Using Plotagon	Conducted
Control Group	Conducted	Conventional Method	GMT	Conducted

The population can we interpret as larger group that was hoped to apply the results. Population of this research is the seventh-grade of SMP Methodist Tanjung Morawa. There are 4 classes in the seventh-grade SMP Methodist Tanjung Morawa, and the researcher will use those classes as the population. Each class has different students. The total population is 123 students.

Table 2 *Population*

No	Class	Population
1	VII-1	32
2	VII-2	32
3	VII-3	30
4	VII-4	29
Total		123

In this research, a sample is a group from which data will be taken. Here, the researcher uses a purposive sampling technique which is used to select two classes from the population as research samples. sixty-four students will be selected from two classes: VII-1, which has 32 students and will be used as the Experiment class, and VII-2, which has 32 students and will be used as the Control class. Both classes have the same number of students and the same level of English proficiency.

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a treatment in Pre-test and Post-test to examine students' speaking skill.

taught the conventional technique in Pre-test and Post-test. And then the experimental research used of the Plotagon application as a treatment in Pre-test and Post-test to examine students' speaking skills.

In this research, the researcher will take the data from students' speaking scores and achievements. The technique of data analysis that used in this research is ANOVA test. This test becomes performed at the interaction of factors by comparing the averages of two or more samples (Konsultan Data Penelitian & ArcGIS,2020). Before doing ANOVA test, the researcher will fulfill the requirements of ANOVA test. They are normality test, homogeneity test and hypotheses test.

The researcher will use SPSS version 23 to calculate the normality test of the research data. It is useful for researcher to know the normality of the data that will be analyzed whether both groups have normal distribution. To find out whether the data is normal or not. And also, this test is frequently used to examine ordinal, interval or ratio data. The researcher will carry out two types of normality tests in parametric statistics. They are Kolmogorov – Smirnov test Shapiro-Wilk test. If the approach is parametric, the normality criteria must be met. And the data has to originate from a normal distribution. Normality test is carried out concerning the rules:

- The data is not distributed normally if the p-value is lower than 0,05 (sig, <0,05)
- The data is distributed normally if the p-value is higher than 0,05 (sig >0,05)

The paired sample t-test is used to assess whether there will be a significant

difference between the control class and the experimental class. The test is useful to determine whether the application which mean Plotagon has effect or not for improving students' motivation and engagement in speaking ability.

This test shows whether the X and Y variable data are homogeneous or not. The data results can be displayed after the researcher compares the pre-test and post-test results. After that the researcher can use Paired-Samples T-Test by using SPSS 23 to know whether the null hypothesis can be accepted or not. The researcher analyzes the mean score and the standard deviation using descriptive statistics.

Hypothesis Test is a process of evaluating the power of evidence from a sample and supplying a basis for making decision associated with its populations (Husein, 2021). This hypothesis test has purpose to determine whether the hypothesis being tested is rejected or accepted. Basis for decision making:

1. H_a : If the p-value $< \text{sig} / \alpha = 0,05\%$, there is a significant effect of using Plotagon in improving students' motivation and engagement in speaking ability. The null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.
2. H_0 : if the p-value $> \text{sig} \alpha = 0.05\%$, there is no significant effect of using Visual media and games on students' vocabulary in English Learning. It means the null hypothesis is accepted and the alternative hypothesis is rejected.

To know students' score of speaking, the researcher use a scoring technique from (Brown, 2006) theory and use Longman's score profile.

$$\text{Learner score} = \frac{\text{Score Obtained}}{\text{Total Learners}} \times 100$$

Besides the technicalities of scoring, the researcher also made a rating classification to measure the learner's speaking ability. The following is the rating classification.

- a. Identifying the rate based on the table below

Table 3 The Classification Score

Classification	Score
Excellent	20-25
Good	15-20
Fair	10-15
Less	5-10
Poor	0-5

To obtain the mean score, standard deviation, and significance test, the researcher using SPSS application.

RESULT AND DISCUSSION

This research was conducted within approximately 6 weeks in SMP Methodist Tanjung Morawa. The researcher choses class VII-1 as control group and VII-2 as experimental group, both of which have a total of 32 students. The researcher collected the data by observing the situation in the classroom and doing pre-test, treatment and the last is post-test.

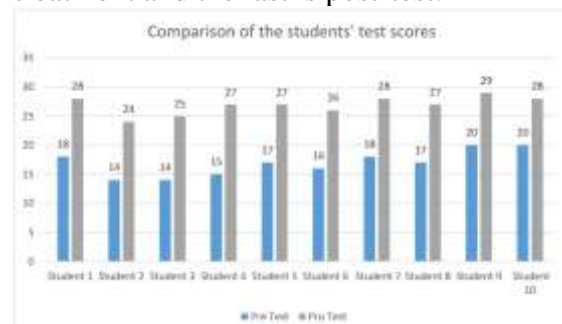


Figure 10. The Result of Study

After the treatment was done. The researcher taken down the data from post-test and the researcher gives example of data from VII-2 as experimental group as many as 10 students. Students can view the results of the above diagram. Predictive test shows the point comparability of the students in the predictive test. All the points obtained by the students in the prediction test seem to have increased in the background test. The lowest score on the test is 14. The highest score on the same test is 20. But, the lowest score in the hindsight test is 24. The highest score on the same test is 29. This difference in score shows that the students' speaking skills have improved.

A student who scored less than 25 on the predictive test scored less than 25 on the predictive test. That's a difference of 11

points. The student who scored 20 marks in the prelims test scored 29 marks in the background test. He's up 9 points. This improvement is due to the Plotagon Story processor used by the researcher. This progress can only be seen if the students understand it well. Students with low scores on the Priority Self-Assessment test scored between 24 and 26 on the Background Assessment test. All the students who took the test scored marks in the hindsight test with a difference of 10 to 12. The difference in the scores of the students involved in the study is increasing.

CONCLUSION

Based on the result of the research and the explanations in previous chapters, the writer would like to draw some conclusions. In this research, the students' interest and likes were relevant, as well as their perception towards English. Those aspects were crucial in choosing appropriate activities to encourage them to achieve a better understanding during the interventions and make the most of the tool. The first is Plotagon story is a fun application. The application does not require much rules, it only takes an idea and an internet connection to create an interesting story. When all of these rules are combined, the result is a very good learning opportunity. It also trained students to build their creativity in creating the story. The second one is the implementation of Plotagon had a positive impact on students' English learning and helped to improve students' language skills, speaking.

The research, which was first conducted by a researcher in Tamil on improving speaking skills using the Plotagon Story App, is also intended to help other researchers. The researcher is of the opinion that it will benefit not only the researchers but also the teachers.

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