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Utilizing Plotagon Animation to Improve Students' Enthusiasm in English Language Subjects

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ABSTRACT

This research aims to increase students' enthusiasm for learning English using Plotagon animation. Greeting material is a phenomenal and exciting material to be discussed. This research was carried out at STIKOM Tunas Bangsa Pematangsiantar. This study's population was 1st-semester students majoring in informatics engineering, totaling 34 students. The data was obtained using a questionnaire. The data analysis technique calculates a questionnaire's results about how enthusiastic the students are about learning English with the Plotagon animation. After the data was collected, it was analyzed using quantitative descriptive methods. This research shows that more than 85% of students are interested in learning plotagon animation. Students are also more curious about learning Plotagon animation.

1. Introduction

In the globalization era, there are some issues about the development of technology. The recent increase in technology and communication has significantly impacted life, including the world of education. Due to this fact, the use of technology in education should be developed. Educational technologies help students develop a positive attitude, increase interest, and provide (Chen et al., 2020; Turan, 2014). In the world of education, technology is becoming increasingly advanced, so a teacher's knowledge and abilities must follow suit. Technological developments are very rapid, and many educational institutions, known as digital-based media, have utilized technology as a medium for learning (Crompton et al., 2020; Kurnia, 2023). Technology, especially information technology, dramatically influences how humans learn - obtaining information and knowledge. Thus, technology has a significant influence on the teaching and

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learning process. Technology is very advanced so that it can be used in various ways, especially in education (Liu et al., 2020; Salma, 2022).

Global technological advances have affected all aspects of life both in the fields of economy, politics, art culture and even in the global education world, it is mandatory to be willing to hold a comprehensive innovation, meaning that all devices in the education system have a gait and become a factor that is so influential on the success of the education system. Of the policymakers, teachers, students, curriculum, all have an important role (Hassanein, 2019). One of the solutions to this problem is to use learning applications or learning media provided online or from the school (Khalaf, 2018). As cited in (Sevy-Biloon, 2019; Astika, 2015), found if through international video chats, the students not only improved their knowledge of English, but also gained social skills.

In Indonesia, a school has applied to a modern education system. Information and communication technology has been suggested to improve educational outcomes (Stoyle, 2017). As in many fields, the Internet has been used for educational purposes, especially for foreign language learning (Coskun, 2017). At this time, so many platforms or applications are used for education. It is designed to be used in classroom activities. Every platform has functions, goals, and also benefits for the students. One of the most common obstacles is that the students have limited vocabulary, students are less confident in speaking English, felt bored and less motivated in learning. During this time vocabulary taught in school by asking students to memorize it every day without the development of the practice of applying English vocabulary that can at least help the student in understanding language functions in more depth (Faradisa, 2021).

Students and teachers are required to understand or clearly understand the use of these learning media. Media that contain or have advanced technology begin to be developed and utilized. Many IT companies create learning media that make it easier for teachers and their students to learn and interact with each other (Boukil, 2018). The challenge for educators is also quite difficult to face, namely teaching their students with online learning media. Teaching with this new method must have been very difficult at first, in addition to the limited facilities and infrastructure, educators are also required to be able to make students understand the explanation of each subject matter well. All the knowledge conveyed is conveyed well so that there is no misunderstanding in digesting these materials (Sundus, 2019).

Learning media experience developments that produce multimedia. Multimedia is one type of media that has elements like writing, images, sound animation, and video. Learning media adapted to technology is video-based learning media because this media is a trend nowadays used to convey learning material. It uses interactive learning media, namely books and other media materials produced from a combination of two or more media, such as audio, graphics, images, animation, and video, to obtain information and knowledge to support better education (Febriany, 2019). Learning media, which conveys learning material, is

also a part of the learning component. According to (Sari, 2022), learning media function as tools that are used to convey messages creatively to the students and support the students' understanding of process learning activity. The use of learning media to influence the student's activity during the learning process. Media attract more students' attention. It can make the student interested and active in the learning process. It can also create an active and adaptive learning process. It means the learning media has a vital role in achieving success in learning, whether to use the Internet, laboratories, computers, etc (Asnawir, 2002). The existence of learning media to achieve learning goals plays a significant role in helping the learning process. The steps to conduct an interview are first to introduce yourself to the research subject and explain the purpose or purpose of the interview conducted, explain the interview material and ask questions about the material (Romeo, 2019).

Among the digital tools recently highlighted by researchers and teachers or lectures in the field of education is 3D animation. The use of animation has become common in multimedia teaching and learning. Animation can increase the interest and motivation of the students; it also increases direct attention, illustrates procedures, and explains how the thing works. Animation is an innovative tool invented to handle most English Foreign Language challenges, such as boredom, low engagement, demotivation, and less interaction (Al-Khalidi, 2022). According to Lachapelle (2019), technology is important to all aspects of our lives, so helping students develop an accurate understanding of technology should be an educational goal at the K-12 level.

One of the platform animation tools is the plotagon. Plotagon is a creative software used as an educational application for language teaching through animation. The platoon has so many functions. It is a multifunction application. Animation stories are one of the audiovisual technologies teachers use as learning media. Plotagon is an animation that can create animated films according to our wishes. Plotagon animation allows amateur filmmakers to quickly produce quite innovative films because only with the help of the storyline written on the platform script can users immediately find out the storyline they wrote in real-time (Mudinillah, 2021). Plotagon Story is software that helps to create excellent and correct animation, including audio animation, so that the dialogue conveyed in the animation can heard clearly. According to (Guzmán Gámez, 2019) plotagon story is a type of software for creating straightforward content that can be used in education. Plotagon is a form of text-based filmmaking used as a fictional story tool to make a short story. In other words, this plot allows the teacher and the students to create a 3D animated video simply by writing a script.

Based on this problem, the author is interested in conducting research titled "Utilizing Plotagon Animation To Improve Student Enthusiasm In English Language Subjects". With This Research, It Is Hoped That Plotagon Animation Can Increase Student Enthusiasm In Indonesian language subjects. This research aims to increase students' enthusiasm for learning Indonesian by utilizing the plotagon animation.

2. Methodology

First-semester informatics Engineering students of STIKOM Tunas Bangsa Pematangsiantar conducted this research. This research analyzes students' enthusiasm for learning English by utilizing plotagon animation in the first semester of the Informatics Engineering department at STIKOM Tunas Bangsa Pematangsiantar. This research uses a quantitative descriptive method because it describes students' enthusiasm for using Plotagon animation in learning English. This method explains the situation being studied based on a questionnaire to strengthen the researcher's ability to conclude. In this study, the population was 34 students. The learning material in this research is Greeting material. The data was obtained using a questionnaire via G-Form. The data analysis technique calculated the results of a questionnaire about how enthusiastic the students were about learning English with the Plotagon animation. After the data was collected, it was analyzed using quantitative descriptive methods. The research design can be seen in Figure 1.

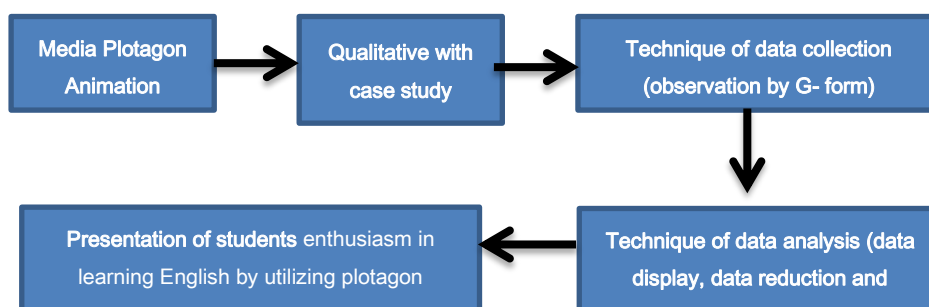


Figure 1. Research Design in STIKOM Tunas Bangsa Pematangsiantar (Sugiyono, 2019)

3. Results and Discussion

Result

In this research, the teacher or researcher carefully explained the Plotagon and the step using Plotagon to make an excellent short film in English (Figure 2). These are the steps to use the Plotagon.

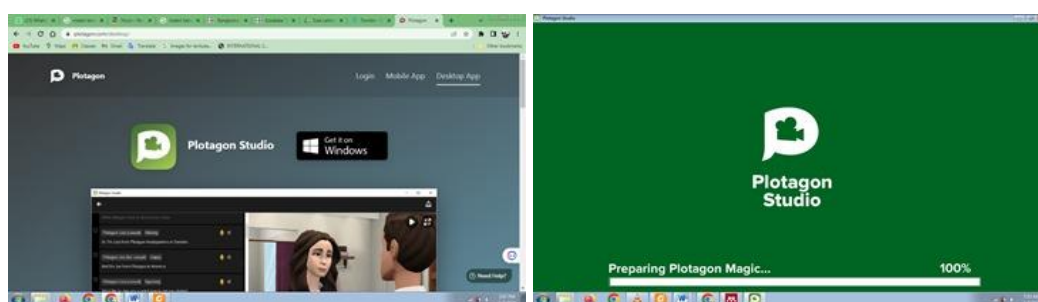


Figure 2. Download and Installation Process

First, download and install the Application. Visit the official Plotagon (www.plotagon.com) to download this Application. Next, install this Application according to the instructions. Choose whether PC or mobile. After installation, register an email and make a password. Next, create an account, then log in using the username and password you created (Figure 3).

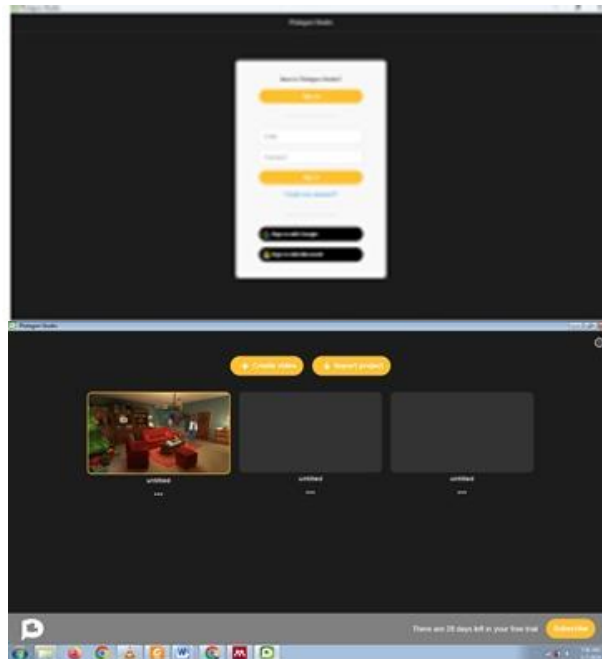


Figure 3. Create an Account and Video

After making an account, log in using the created credentials. We must memorize your username and password. Next, create the video in the Plotagon application. After creating a video, you can choose the theme you like by clicking on the video and theme (Figure 4).

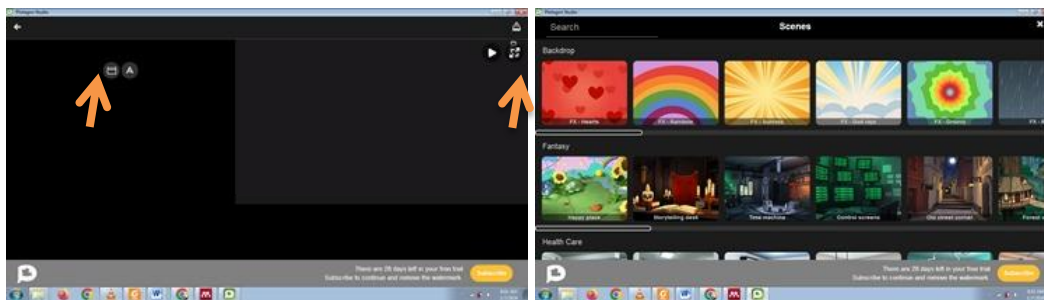


Figure 4. Choose Theme and Theme Setting

There are many themes. Choose some of the themes in the plotagon. Click the icon at the top left to create the background setting (Figure 5).

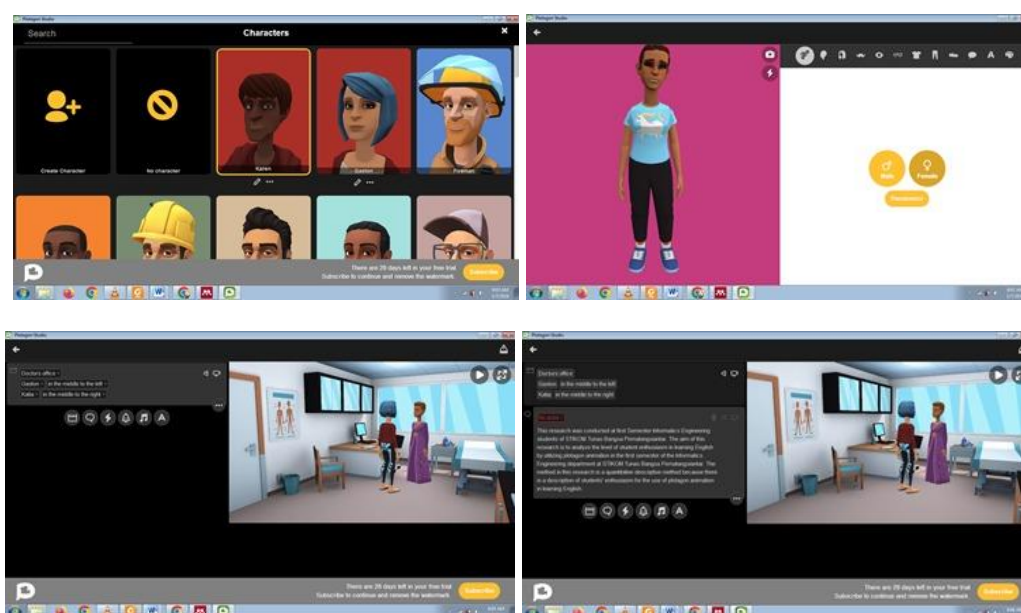


Figure 5. Animated Characters and Dialogue Creation and Set the Scene

Then, select the animated character. Click the icon at the top left to create or set to user. You also can set the user. You can use it from the collection of characters provided. Next, create the dialogue. Click on the dialogue above to write a script or dialogue for the user character. Set the scene and set the user position. Add the desired effect or animation. Besides writing the text, it can also record voice. Users can record their voices if the application supports it. At the last, review and edit the video. Review the video that was created. Next, save and share. Save the video that has been created in the desired format. We can share the video.

After applying the animated video by using Plotagon, the students feel enthusiasm. The students agree that The 3D animation app (Plotagon) makes classroom activities fun and enjoyable. Thirty-four respondents responded that they would utilize the 3D animation Plotagon. The following table of learning outcomes for the first semester of the Informatics Engineering department at STIKOM Tunas Bangsa Pematangsiantar was taken from the G-form as the observation.

Table 1. Thirty – Four Respondents

No	Students' Name	Category
1	Devi Kumala Sari	Agree
2	langgeng prasitio	Neutral
3	Jenni Hartati Sinaga	Strongly agree
4	Deza Geraldin Salsabilah Saragih	Strongly agree
5	Fahry Husaini	Strongly agree
6	Siti Asiah	Agree
7	Jen Auditama haloho	Disagree
8	Ardian putra pratama saragih	Strongly agree
9	Muhammad Rafai	Strongly agree
10	nurhidayanti	Agree
11	Ihsan Syajidan	Strongly agree

12	Sultan Syah Tanjung	Agree
13	Randi Ardiansyah Darmadi	Strongly agree
14	Ricky Aldiansyah	Agree
15	Fazly	Agree
16	Melia Sari	Neutral
17	Yusuf Hannafi Hasibuan	Agree
18	Mahdanil Saragih	Neutral
19	Jai Arto Simarmata	Agree
20	Rika setiana	Agree
21	Sundari Putri Lestari	Strongly agree
22	Tantri Rahayu	Strongly agree
23	Josua Pasaribu	Agree
24	Riko ilham nandika	Agree
25	Egi Laksono	Agree
26	Novita Sari Sinaga	Agree
27	Nanda Amalya	Neutral
28	Wanda Riana	Agree
29	fadillah rahma aulia	Agree
30	Olivia Diwani Saragih	Agree
31	Rizky Agung Saragih	Agree
32	Yemima pepayosa sembiring	Strongly agree
33	Ikhwan Fahry Utama	Strongly agree
34	Gipa Dayansi	Strongly agree

The researcher discusses the research findings of plotagon animation to improve student enthusiasm in English language subjects. The 3D animation app (Plotagon) makes classroom activities fun and enjoyable. The students enjoy the teaching-learning process by using Plotagon. The observation can be seen in Figure 10.

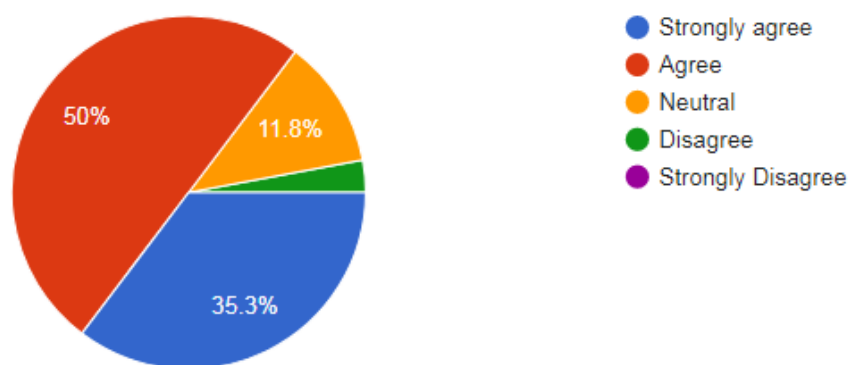


Figure 10. Presentation Students' Enthusiasm

There are 11.8% students feel neutral about following this teaching-learning. However, Over 85% of the students agreed and were enthusiastic about creating the animated video using Plotagon.

4. Conclusion

This research shows that mostly students have more curiosity about learning with Plotagon animation. This is proved by the Enthusiasm of the student is relatively high. The advantage of learning Plotagon animation is that it makes it easier for students to understand the material and can increase student enthusiasm and motivation. Based on the results of data processing, it is known that the plotagon animation developed can be used in the learning process. Meanwhile, in the future, it is hoped that Plotagon animation can be developed even better to support learning activities.

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