

**DEVELOPING PLOTAGON BASED INTENSIVE LISTENING
MATERIALS FOR EFL STUDENTS
OF IAIN PALANGKA RAYA**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 M / 1443 H**

**DEVELOPING PLOTAGON BASED INTENSIVE LISTENING
MATERIALS FOR EFL STUDENTS
OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Education



**BY
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2021 M / 1443 H**

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Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of

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Demikian atas perhatiannya di ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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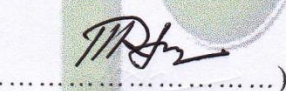
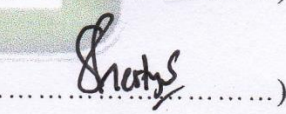
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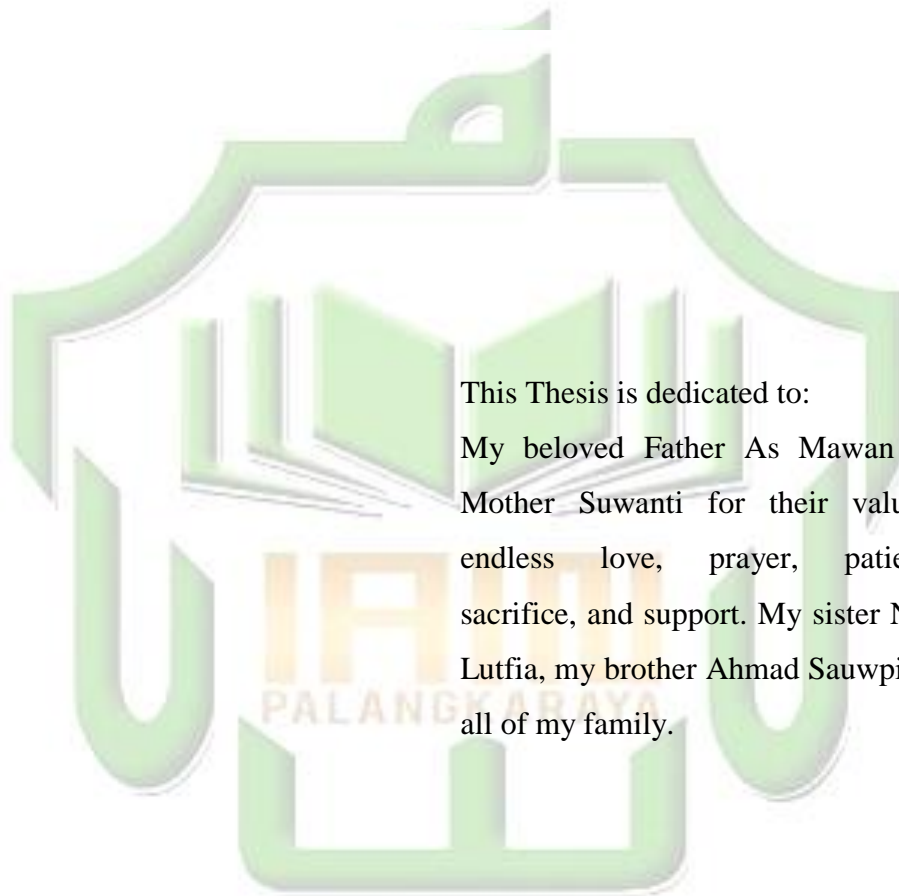
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MOTTO AND DEDICATION

“Do the best and pray. God will take care of the rest”



This Thesis is dedicated to:

My beloved Father As Mawan and Mother Suwanti for their valuable endless love, prayer, patience, sacrifice, and support. My sister Nova Lutfia, my brother Ahmad Sauwpi and all of my family.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 5th October 2021
Youth Faithfully



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ABSTRACT

Lutfia, Novi. (2021). *Developing Plotagon Based Intensive Listening Materials for EFL Students of IAIN Palangka Raya*. Thesis, Department of Language Education. Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd, (II) Hesty Widiastuty, M. Pd.

Keywords: Development, Plotagon, Intensive Listening Materials, EFL Students

Listening is a challenge for some students because most of them cannot understand what the English teacher or native speakers are saying. Therefore, when teaching Listening, teachers incorporate media into their lessons in the form of video or audio to help students improve their cognitive and academic abilities. Video is a form of learning media to help students learn. Plotagon is one of the learning media in the form of videos that can be used and one of the most appropriate media to make Listening learning more interesting.

This study was aimed at developing Plotagon based Intensive Listening materials for EFL students of IAIN Palangka Raya. This research focused on Plotagon based Intensive Listening materials for the students at second-semester of IAIN Palangka Raya in the academic year 2020/2021.

This study was categorized as Research and Development (R&D). Research and Development design is ADDIE. Three instruments were used to collect the data, those are: close-ended questionnaire, open-ended interview and documentation. The subjects of this study were 54 students at the second-semester and lecturers listening of IAIN palangka Raya.

As a result, this study showed that there was development of Plotagon based on Intensive Listening materials for second-semester students of IAIN Palangka Raya, it could be concluded that this study has gone through three stages of development, namely analysis, design and development. With the validation of media experts to get the score Obtained was 47 with a maximum score of 50, so the percentage of validity was 94% into the "Very High Worthy" category and validation of materials experts to get the score obtained was 48 with a maximum score of 50 then the percentage of validity was 96% into the "Very High Worthy" category.

ABSTRAK

Lutfia, Novi. (2021). *Mengembangkan materi Intensive Listening berbasis Plotagon untuk mahasiswa EFL IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palangka Raya. Dosen Pembimbing: (1) Rahmadi Nirwanto, M.Pd, (2) Hesty Widiastuty, M.Pd.

Kata Kunci: Pengembangan, Plotagon, Materi Intensive Listening, Mahasiswa EFL

Mendengarkan merupakan tantangan bagi beberapa siswa karena kebanyakan dari mereka tidak dapat memahami apa yang dikatakan oleh guru bahasa Inggris atau penutur asli. Oleh karena itu, ketika mengajar mendengarkan, guru memasukkan media ke dalam pelajaran mereka dalam bentuk video atau audio untuk membantu siswa meningkatkan kemampuan kognitif dan akademik mereka. Video merupakan salah satu bentuk media pembelajaran untuk membantu siswa belajar. Plotagon merupakan salah satu media pembelajaran berupa video yang dapat digunakan dan salah satu media yang paling tepat untuk membuat pembelajaran Listening menjadi lebih menarik.

Penelitian ini bertujuan untuk mengembangkan materi Intensive Listening berbasis Plotagon untuk mahasiswa EFL IAIN Palangka Raya. Penelitian ini difokuskan pada materi Intensive Listening berbasis Plotagon untuk mahasiswa semester II IAIN Palangka Raya tahun ajaran 2020/2021.

Penelitian ini dikategorikan sebagai Penelitian dan Pengembangan (R&D). Desain penelitian dan pengembangan ini adalah ADDIE. Tiga instrumen yang digunakan untuk mengumpulkan data, yaitu: kuesioner tertutup, wawancara terbuka dan dokumentasi. Subjek penelitian ini adalah 54 mahasiswa pada semester dua dan dosen Listening IAIN Palangka Raya.

Hasil penelitian ini menunjukkan bahwa terdapat pengembangan Plotagon berbasis materi Intensive Listening bagi mahasiswa semester II IAIN Palangka Raya, maka dapat disimpulkan bahwa penelitian ini telah melalui tiga tahap pengembangan yaitu analisis, desain dan pengembangan. Dengan validasi ahli media untuk mendapatkan skor yang diperoleh adalah 47 dengan skor maksimal 50, maka persentase validitasnya adalah 94% masuk dalam kategori “Sangat Layak” dan validasi ahli materi untuk mendapatkan skor yang diperoleh adalah 48 dengan skor maksimal 50 maka persentase validitasnya adalah 96% masuk dalam kategori “Sangat Layak”.

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Palangka Raya, 5th October 2021
The Researcher,



Novi Lutfia
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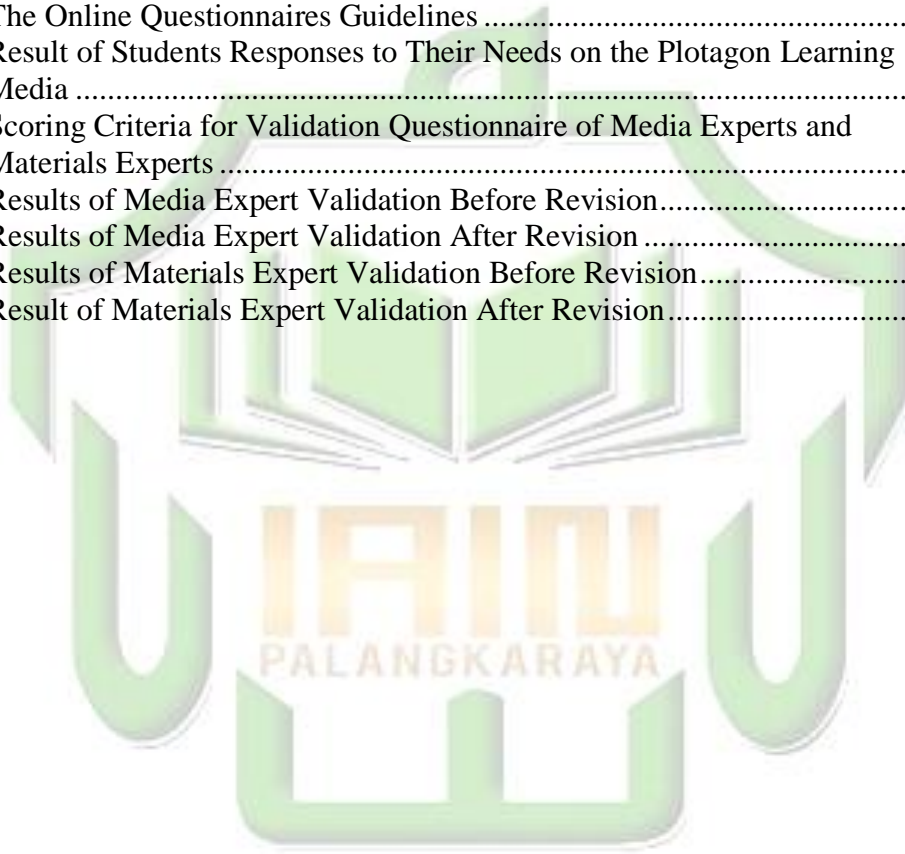
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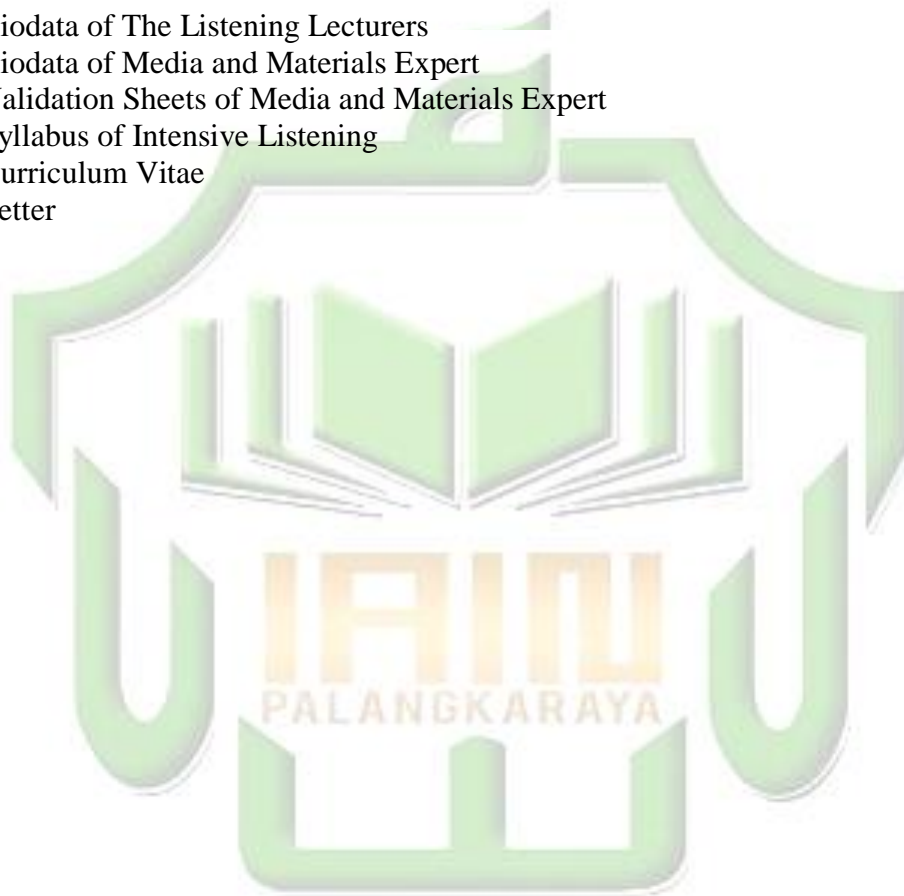
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13. Letter



CHAPTER I

INTRODUCTION

This chapter consisted of background of the study, research problem, objective of the study, specification of the study, scope and limitation of the study, significance of the study and definition of key term.

A. Background of The Study

In the context of English learning, the students acquire some skills (listening, speaking, reading and writing) and language component such as grammar, vocabulary and pronunciation. Listening is one of the four language skills which has to be learnt by the university students. Listening activities have variety of benefits in language learning. First, Listening provides an example of proper English pronunciation for the understudy. It also motivates them to improve their other skills. Second, supra-segmental components like as speed, stress, accent and intonation can be learned. Listening activities are the greatest way to acquire the grammar without even realizing it.

Usually, an English lecturer does not have any modern methods for teaching English to their students. Besides, a lecturer should also have a good method for making students believe that learning English is enjoyable and easy. Lecturer is a key factor in the successful implementation of curriculum changes (Richard, 2001:99). A lecturer is one of the components that plays an

important role in the teaching-learning process since the teacher is the activity planner.

Actually, the majority of university students want to study English, and the majority of them learned English in elementary, junior high and senior high schools, but they could not understand what their English teachers say. This issue arises from students' perceptions that English is difficult to understand, especially in the Listening sense. Listening is a challenge for some students. The instructor normally uses audio during Listening activities, and the speaker is a native speaker. Since their pronunciations vary from the speaker's, students often do not understand what they say.

To Students are seldom taught to listen effectively by English teachers. As a result, the instructor must teach the students about Listening, as it is one of the most essential skills in English learning. Spending time educating students about the purposes of Listening will help them listen more effectively. A quick dialogue is one way accomplish this (Brown, 2006, p. 5).

In addition, when teaching Listening, teachers incorporate media into their lessons. Choosing the media that will be used in class is usually a challenging task for teachers. In this case, the instructor normally taught using video or audio. Students may be more engaged and focused on watching or Listening to what the teachers teach when they use audio and video. Listening skills must be taught by the use of media. Since a succesful forum will help students enhance their cognitive and academic results (Kirkorian, Wartella and Anderson, 2008).

The Video is a common tool for engaging students and enhancing learning outcomes. Plotagon is one of the learning medium that can be used in the form of videos. When an English teacher uses Plotagon as a medium, students will believe that learning a foreign language, especially English, would be more interesting. When an instructor uses Plotagon to teach English, the students will enjoy learning the language.

From the explanations above, the author wants to create and develop a Plotagon for learning media since these are ideal for teaching in Listening. In addition, the writer hopes that by using video media in the teaching learning process, students will be able to master Listening and become interested in learning English the students in this study are second semester students of IAIN Palangka Raya in academic year 2020/2021.

Based on the explanation the researcher is interested in doing a study entitles “Developing Plotagon Based Literal Listening Materials for EFL Students of IAIN Palangka Raya”.

B. Research Problem

This research question addressed in this research includes how can Plotagon based Intensive Listening materials be develop for EFL students of IAIN Palangka Raya?

C. Objective of The Study

The Objective of the study to develop Plotagon based Intensive Listening materials for EFL students of IAIN Palangka Raya.

D. Specification of the Product

The expected product is Plotagon based Intensive Listening Materials for the students at second-semester of IAIN Palangka Raya in academic year 2020/2021.

E. Scope and Limitation

The scope of the Plotagon materials for the EFL students of IAIN Palangka Raya. The study will focused on the second-semester in the Intensive Listening Course at IAIN Palangka Raya . The topics used in this research will be based on the thirteenth, fourteenth and fifteenth meeting, there are *Meeting People in Formal Situations, Making Travel Arrangements and Holiday Plans*.

F. Significance of the Study

1. Theoretically

- a. It is expected to be able to expand the knowledge and provide more information about Plotagon media in Intensive Listening Course.
- b. The researcher expects that the findings of this study will help to improve the theory of the next research.

2. Practically

This research expected to give more information :

- a. For the students, this study is expected that the Plotagon media can be used as an interesting and effective learning resources.
- b. For the teacher, this research is expected that the lecturer can use Plotagon media which can facilitate the learning process in delivering Intensive Listening materials for EFL students of IAIN Palangka Raya.
- c. For the next researchers, this study is expected to be an experience and new knowledge as future educators with Plotagon media.

G. Definition of Key Terms

1. Plotagon

Plotagon is an interactive app that allows students to create animated videos in real time. Students may create their own characters, scenes, dialogue, as well as incorporate feelings, sound effects, and acts (Derly Yuleith Guzman Gamez, 2018). In this study, Plotagon refer to the second-semester students of English education study program in academic year 2020/2021.

2. Intensive Listening

This course is intended to help students at a pre-advanced stage understand the general sense of spoken English: comprehension of key ideas and details; the most effective literal and inferential understanding of dialogues, narratives, descriptive and expository texts in order to

comprehend relevant discourses spoken natively at a regular pace in ordinary communicative settings. In this study, Intensive Listening Course refer to the second-semester students of English education study program in academic year 2020/2021.

3. Research and Development

Research and development methods are used to produce a particular product, and test the effectiveness of these products. In order to work in society at large, it is important and study to measure and research the effectiveness of these goods, and it is used to manufacture a specific product that is both testing and review requires to investigate the effectiveness of these product in order to function in society at large (Sugiono in Ibnu Baihaki: 2014). In the present study, it tries to develop Plotagon for the students at IAIN Palangka Raya in academic year 2020/2021.

4. EFL

EFL stands for English as a Foreign Language. EFL students refers to the students who study English as a Foreign Language. In this study, EFL students refer to the second-semester students of English education study program in academic year 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed some literatures which consist of related study, theory of research development, Plotagon materials and the nature of Listening.

A. Related Study

Some writers have conducted the research about The Use of Animation Video in Listening Course (Amalia, 2017; Ardiansyah, 2018; Martinez, 2010; Sulistyowati, 2010; Woottipong, 2014).

First, Amalia (2017) focus on Improving Listening and Speaking Skills by Using Animation Videos and Discussion Method. Some of the pragmatic procedures for video suggestion in the classroom highlighted in this study include dynamic survey, freeze outlining and expectation, quiet viewing, sound on and vision off movement, reiteration and pretend, replication activity, dubbing activity, and follow-up activity. This research aims to provide necessary knowledge on the benefits of animation videos and how to use them in English teaching and learning. The findings of this study show that utilizing animation videos in the language classroom has both benefits and drawbacks. It depends on how the instructor employs them as a teaching tool.

Second, Ardiansyah (2018) focus on Using Videos in the Teaching of Listening. The purpose of this study is to see how effective it is to use videos as audio-visual aids while teaching ESL students to listen. The population of this study was the first semester of University of Nahdlatul Ulama NTB, and two classes were chosen as the sample from this population. A real experimental research approach was used in this study, comprising two groups: an experimental group (EG) and a control group (CG). The writer utilized tests as the instrument for gathering data, and Analysis of Variance (ANOVA) computer software was used to analyze the results. As a result, the alternative hypothesis was accepted and the null hypothesis was rejected, indicating that the usage of authentic videos treatment resulted in a substantial increase in listening abilities.

Third, Martinez (2010) carry out the study entitled "Effect on teaching listening skill Through Videos to Advanced Students from The Foreign Language Department at the university of EL Salvador During the first semester 2010". The goal of his study was to see how successful it was to teach EFL listening using videos. There were 40 students that took part in the study. Students were given a pre-test and post-test consisting of 50 items from the listening section of the TOEFL practice exam. There was a substantial difference between the pre-test and post-test mean scores. In other words, it is anticipated that this teaching method will assist students in improving their listening skills. The students were very enthusiastic about the

teaching tool. Furthermore, some students had unfavorable feelings about videos.

Fourth, Sulistyowati (2010) focus on The Impact of Teaching Listening Comprehension by Audio Video and Audio Picture Aids on the Third Semester Students' Listening Proficiencies of English Education Department Students of Muria Kudus University in the Academic Year 2009/2010. The study design employed is a post-test true experiment comprising two groups, with one group serving as the experimental group and the other as the control group. The students in this study are students from Muria Kudus University's English Education Department who took Listening Comprehension 2 in the academic year 2009/2010. The findings of this study show that the third semester students of Muria Kudus University's English Education department have good listening skills when taught with audio and video aids throughout the academic year 2009/2020.

Fifth, Solichin (2020) conducted the study on the Research about Development of Learning Media Dubbing Animated Videos on the English Lessons Speaking Aspects. The finding of this research is to develop an innovative and effective English learning media at IAIN Salatiga. The number of research subjects was 40 students in the second semester. Data analysis used quantitative description techniques. This research model is the ADDIE model, which is a type of R&D development research. The results of the development show that this learning media is needed and declared feasible to use based on a feasibility test according to media experts with a total

percentage of 87.50%, material experts with a percentage of 90.00%. This learning media is declared to be very valid, indicated by an average of 3.58.

Based on the explanations above, some previous study used experimental designs. However, this research will apply research and development method and focuses on the use of Plotagon as animation video in Intensive Listening Course.

B. Research Development

This research falls under the category of Research and Development (R&D). Research and Development is a process of steps that may be tracked in order to produce a new product or improve an existing one. Books, modules, instructional aids, and learning media are some of the products of R&D research.

Research and Development design is ADDIE. The ADDIE model is divided into five stages, according to McGriff (2000): analysis, design, development or production, implementation or delivery, and evaluations. The stage of analysis that has to be learned is known as the analysis step. The design stage entails determining how it will be learnt. The process of creating and producing materials is referred to as the development stage. The process of putting the idea into action in a real-world setting is known as the implementation stage. The process of assessing the appropriateness of the teaching is known as the evaluation stage.

According to Borg and Galls (1983:772), research R&D is taken for its point of view for this research design is a process used to develop and validate educational product. The stages in this process refer to the R&D cycle, which includes studying research results, field testing it in the environment where it will be utilized in the future, and modifying it to correct any deficiencies discovered during the field-testing stage. This cycle is continued in more rigorous R&D programs until field-test data indicates that the product fulfills its behaviorally stated objectives.

The term “research”, according to Latief (2008:2-3) does not only refer to the need assessment before developing product. This ‘research’ is also needed in the data collection and data analysis for interpreting the feedbacks given by the expert in expert validation step and feedback obtained from the try out. In terms of Research and Development design (R&D), there are two concepts: research and development need to be explained. The research covers the need assessment, the data collection and data analysis in expert validation and trying out. Besides that, the validating step includes the expert validation not only trying out the product. Therefore, the research design used for the study is adopted from Borg and Gall’s (1983) procedures.

C. Plotagon

Plotagon is a freeware software application that may be used in education as a storytelling tool for making short or longer films, due to its text-based movie production interface. In other words, Plotagon is a maker application of video animation that can be used for the learning process (Love in Derly

Yuleith Guzman Gamez; 2018). Plotagon is the attainments of a comic legend named Stan Lee, who founded Marvel Comics and created a complete character of heroes such as Iron Man, Captain Marvel, Black Panther, etc.

This application was released in 2012 by Stockholm in Sweden. The operation of this application is very easy, allowing its users to create 3D animations without requiring special training. Animators simply select the desired background, then enter some text if needed. This application also provides features to select and create characters to make it easier for users to design characters.

According Aymerich-Franch, Kizilcec & Bailenson (2014), this freeware has advanced features such as selecting several characters and scenes (schools, beaches, winter wonderland, etc.), inputting words to make their characters speak, and clicking the "Play" button to check if the typed text displays an animated story. This freeware includes a variety of characters, but users may also customize their own characters by selecting from a variety of face characteristics, hairstyles, outfits, and accessories. According to Love (2013), videos may be modified by using a simple pull-down menu to add emotions, activities, music, and sound effects (Senny Suzanna Alwasilah, 2019: p.335).

1. The Advantages of Plotagon

The advantages of Plotagon than the other 3D animation maker can be explained as follows (Salma, 2018):

- a. Plotagon can be downloaded for free by users.

- b. Plotagon users are not required to have special skills such as drawing and animating. This is because the animators only need to create a script that is inputted in the dialog box, select characters, and settings that are already available. Figures in Plotagon can also be edited as needed, while in other 3D animation makers, animators need to draw every element in the animation story and animate these elements one by one.
- c. Accessing the Plotagon does not take a lot of time because it is only with scripts or text, making 3D animation does not take a long time.
- d. For freeware or free applications, Plotagon Graphics is more realistic than other applications. When compared to Muvizu, Plotagon's graphics look more proportional and realistic.
- e. In the Plotagon application there is a subtitle feature, so that the input dialog can be displayed in the animated story and there is no need to add text with other applications.

2. The Disadvantages of Plotagon

The disadvantages of Plotagon compared to other 3D animation makers can be explained as follows:

- a. Only used for typing dialogue in English, if the dialogue in Indonesia, the pronunciation will sound strange. But can replace it with our own voice recording by using the microphone button provided.

- b. When creating a character, only 1 male and female character voice is provided, so for example if you want to make 3 female characters, the characters will sound similar.
- c. The unavailability of animal characters makes it limited when you want to make animated videos featuring animals.
- d. Plotagon can not dialogue and motion animation at the same time so it also makes the animation still look a little stiff.

3. The Benefits of Plotagon in Listening

The benefits of the Plotagon in Learning can be explained as follows:

- a. The learning process becomes clearer and more interesting. With various potentials, Plotagon can display information through sound, image, movement and color, both naturally and manipulated. The subject matter packaged through the Plotagon Program will be clearer, more complete, and will attract students' interest. With the Plotagon, students' interest is piqued, and they are stimulated to react physically and emotionally. In brief, the Plotagon learning medium can assist teachers in creating a vibrant, not monotonous, and not boring learning environment.
- b. The process of learning becomes more participatory. The media, if correctly chosen and designed, can aid teachers and students in active two-way communication during the learning process. Without the

media, a teacher may have a tendency to talk to students in one way. Teachers, on the other hand, can use the Plotagon to assist the class, allowing not only the teachers but also the students to participate.

- c. Efficiency in time and effort. With the Plotagon, it will be easier to achieve the maximum learning objectives with as little time and effort as possible. With the Plotagon, the teacher does not have to explain the subject matter over, because with just one presentation using the media of Plotagon, students will more easily understand the lesson.
- d. Improve the quality of learning outcomes. Plotagon not only speeds up the learning process, but it also aids students in absorbing information more completely. Students may not fully understand the lesson if they simply listen to the teachers' knowledge. However, if the students can see, touch, feel, or experience it for themselves through the media, their knowledge will undoubtedly improve.
- e. Plotagon allows the learning process to be carried out anywhere and anytime. Learning media can be designed in such a way that students can carry out learning activities more freely, whenever and wherever, without depending on the presence of a teacher. Plotagon and other audio visual learning tools allow students to complete learning exercises autonomously, without regard for time or location. Students will become more aware of the variety of learning materials available to them as a result of their usage of media. We must recognize that

school-based study time is extremely restricted, with students spending the majority of their time outside of the classroom.

4. Characteristics of Good Video as Media

In developing video, some characteristic should be inserted in order to create good video as media in teaching speaking. It should be able to improve students' motivation and effectiveness (Riyana, 2007: 8-11). Moreover, the characteristic should be:

- a. Clarify of Message. Students can have a better understanding of content by using video as a learning medium. It is possible to receive and keep knowledge in long-term memory and retention.
- b. Go It Alone. The created video is not dependent on the learning materials and does not need to be utilized in combination with other resources.
- c. It's user-friendly. The language used in the video is simple, clear, and common. It contains useful and user-friendly information that is simple to respond to and access.
- d. Representation of Content Materials that are representative, such as simulations or demonstrations, should be used. Essentially, any type of learning material, whether social or scientific, can be turned into a video for use as learning media.
- e. Media-based visualization. Materials are presented in the form of multimedia, which includes texts, animation, sound, and video.

Applicative, processing, unaffordable, dangerous if directly practiced, and highly accurate materials are available.

- f. Using a high-resolution image. Video graphics are created with high-resolution digital engineer technology that is suitable with any computer system's voice.
- g. Individual and Classical Use Students can use a learning video on their own time, not just at school, but also at home.

D. Listening

a. The Nature of Listening

1) Definition

According to Rost (2002:279), listening is a mental activity that involves generating meaning from spoken input. Any learning cannot begin until the information is understood at the appropriate level. As a result, listening is a requirement for speaking.

Marc and Steven examine the theories of many scientists and discover that their definitions of listening are similar. The words "active" and "construct" appear in every definition. As a result, listening is more than just the process of decoding the information received by the listeners. It is an active process in which the listeners gather information from visual and auditory cues and apply it to their previous knowledge. Listeners engage in two types of activities when listening: selection and interpretation. To choose means that listeners

only utilize a part of the incoming information to comprehend the inputs.

Listening and reading have long been considered passive abilities, but writing and speaking are considered active. Listening, on the other hand, is not a passive activity, as the previous description shows. It has a more complicated technique.

b. Listening Process

Listening is a difficult skill to master. To understand the meaning of spoken text, listeners go through several stages. According to Petty and Jensen (1981: 181), there are three stages to the listening process.

- a. Hearing : Listeners are exposed to a variety of sounds that represent actual words and sentences.
- b. Understanding: are comprehended by the listeners in the context in which they were heard.
- c. Evaluate : The meanings are evaluated by the listeners, who then determine whether to accept or reject the entire communication.
- d. Responding : The Listeners responds to what they have heard.

Buck (2001: 274) believes with Petty and Jensen that listening is a complicated process in which the listener analyzes incoming data. Information of the topic, context, and general knowledge about the world

and how it works make up non-linguistics knowledge. Buck (2001: 274) continues to state that comprehension is a continuous process of constructing an understanding of what the text is about and then constantly revising that view as new information becomes available.

c. Listening Course

In English Teacher Education Department of IAIN Palangka Raya is required to take Intensive Listening, Interpretive Listening, Critical Listening and Extensive Listening Courses. But, in this study researcher focused on Intensive Listening.

1) Definition of Intensive Listening

This course is intended to assist students in Comprehending the overall meaning of spoken English at a pre-advanced level, including: literal and inferential Comprehension of dialogues, narrative, descriptive, and expository text types in the most efficient manner possible, in order to understand connected discourses spoken natively at normal speed in everyday communicative situations.

On the other hand, Intensive Listening demands students to understand the meaning of each speech and, eventually, each sentence and word. Intensive listening often students must listen to a text multiple times, divide this into paragraphs and sentences to comprehend each one, or conduct word-by-word dictation. Every sentence should be understood by the students. Extensive listening, on the other hand, does not require students to comprehend every

sentence and word; rather, they are urged to absorb the passage's overall meaning. Understanding the information is the most important aspect of listening. Intensive listening is used to develop basic listening abilities, whereas extensive listening is used to increase total listening skills by improving and expanding the efficacy of intensive listening. (Ahmadpour, 2018: 147).

2) Intensive Listening Objectives

After following this course, the students are able to:

1. Master the conceptual knowledge about effective strategies to listen and comprehend the details of spoken English discourses at pre-advanced level.
2. Implement the procedural knowledge of effective strategies to listen and comprehend the details of spoken English discourses at pre-advanced level.
3. Listen and understand the details of spoken English discourses in form of dialogues at pre-advanced level.
4. Listen and understand the details of spoken English discourses in form of spoken descriptive and narrative at pre-advanced level.

5. Listen and understand the details of spoken English discourses in form of lectures at pre-advanced level.
6. Show their responsibility and cooperation to listen and comprehend the details of spoken English discourses at pre-advanced level.

3) Meeting Schedule

The following are some learning topics for the Intensive Listening Course from the first meeting to the last meeting and explanations of the students' final achievements in learning this course:

Table 1.1 Meeting Schedule

Meeting	Topic	References
1	Effective strategies of listening	Prominent: Cleary, C., Holden, B. &
2	Countries and Cities	Cooney, T. <i>Top-Up</i>
3	Describing Pains	<i>Listening 2</i> . Abax Ltd
4	Shopping for Electronic Goods	Jakeman, V & McDowell, C. 1999. <i>The</i>
5	Following Directions Inside a Building	<i>Cambridge IELTS</i>
6	Describing Boring	<i>Course: Insight into IELTS</i>
7	Professor's Office	Field, John. 2008.
8	Middle Test	<i>Listening in the</i>
9	The Hunter and the Lion (Optional)	<i>Language Classroom.</i>
10	Understanding a Weather Report	Cambridge: Cambridge University Press.
11	Making and Understanding	Proponent:

	Phone Calls	Sharpe, Pamela J. 2007.
12	The Hayseed and the Taxi Driver (Optional)	<i>TOEFL iBT Internet-Based Test with 10 Audio CDs 12th Ed.</i> Jakarta: Binarupa Aksara.
13	Meeting People in Formal Situations	ESL Podcast (www.eslpod.com)
14	Making Travel Arrangements	Relevant references
15	Holiday Plans	
16	Final Test	



CHAPTER III

RESEARCH METHOD

This chapter consisted of the model of the development which identifies the design, stages in developing the product: need analysis, expert validation, try out of the product, instrument, technique of data collection and technique of data analysis.

A. Research Design

The development of a model of Plotagon was classified as the Research and Development (R and D). According to Borg and Galls (1983:772), educational research R&D was taken for its point of view for this research design was a process used to develop and validate educational product. The steps of this process were usually was referred to the R&D cycle which consists of studying research findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle was repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

In this study, the researcher adopts ADDIE Model. ADDIE was acronym of Analysis, Design, Development, Implementation, and Evaluation. In this study, the researcher just focuses on developing the materials in the worthiness and does not test the product. Plotagon as the media developed by

the researcher was not tested because it will not be analyzed till the evaluation.

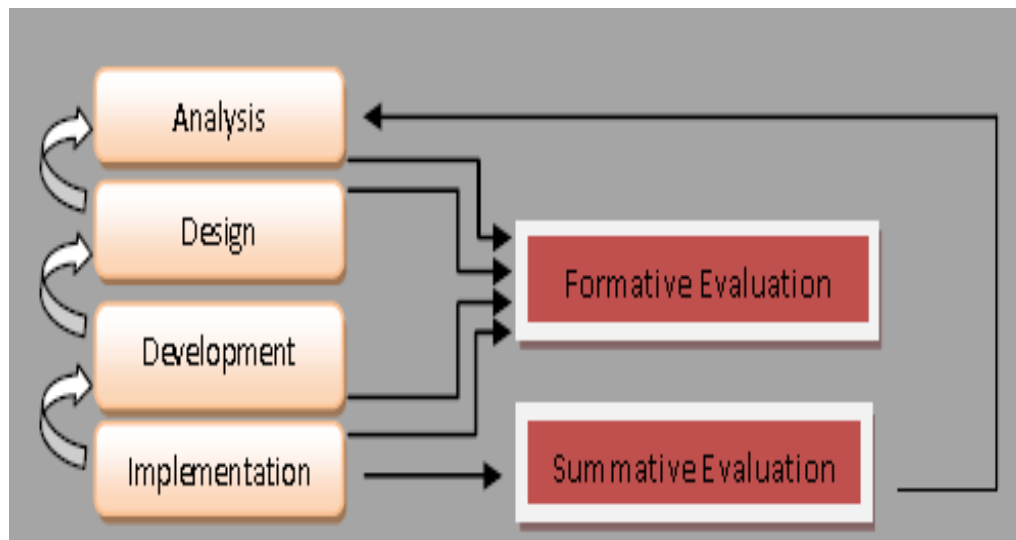


Figure 1. ADDIE Model, Diagram by: Steven J. McGriff

B. Stages in Developing the Product

This section described the procedural steps taken by researcher in creating products. This Research and Development procedure refers to the ADDIE model which was acronym of Analysis, Design, Development, Implementation and Evaluation. The following are the procedure for developing the steps as follows:

Table 3.1 Research Procedure

Development Stage	Activities
Analysis	In analysis phase, the researcher Analysis of learning materials based on the syllabus, lecturers' and students' needs toward Plotagon media. Actually, this phase was similiar to need analysis where need analysis was a set of

	procedured used to collect information about students' needs (Richards, 2003:51 in Sukirman 2012).
Design	This phase, the research design was based on the syllabus, lecturers' and students' needs toward Plotagon media on the Intensive Listening materials so that students could easily learnt materials with Plotagon media. The topics used in this research were <i>meeting people in formal situations</i> (thirteenth meeting), <i>making travel arrangements</i> (fourteenth meeting) and <i>holiday plans</i> (fifteenth meeting).
Development	This phase was done based on the two previous phases, analyze and design phase. Organizes media according to the material design required in media development, at this stage of the process the creation of Plotagon media. After that, the media expert conducts validation to ensure the suitability of the material about the needs of students and teachers for the Plotagon materials.

In this study, the researcher just focused on developing the materials in the worthiness and does not test the product. Plotagon as the media developed by the researcher was not tested because it would not be analyzed till the evaluation.

1. Need Analysis

a. Analyze Lecturer's Interview

Researcher analyzed lecturer interviews about the media Plotagon learning that lecturers know, lecturers' IAIN Palangka Raya had never used Plotagon media when teaching and learning on campus.

b. Analyze Student's Questionnaire

Researcher analyzed student's questionnaire about Students' needs toward Plotagon materials on Second-semester students of IAIN Palangka Raya.

c. Analyze the Material

Researcher analyzed the Intensive Listening course material in the second-semester which will be subsequently made into Plotagon media.

2. Expert Validation

The product test was intended to collect data could be used as a basis for determining eligibility from the resulting product.

Products in the form of Plotagon media as a result of this development was tested for feasibility. Level of development and the feasibility of learning media was known through the results of the analysis product testing activities were carried out in several stages, namely:

- a. The consultation stage, namely the supervisors checked Plotagon media provided direction and suggestions for improvement less media development.
- b. The expert validation stage consisted of several activities, namely:
 - 1) Experts in learning media to lecturers.

- 2) Researcher made revisions or improvements and assessments media and materials experts as well as input criticism suggestions.
- 3) Researcher made improvements to Plotagon media based on criticism and suggestions from instructional media experts.

3. Try Out of the Product

In this try-out activity, there were guided questions that could be followed:

- a. Are the materials interesting?
- b. Are the explanations clear?
- c. Are the materials directly related to the stated objectives?
- d. Are sufficient practice exercises included?
- e. Are the examples clear or too abstract?

Revision was done by referred to the result of validation from the experts and other lecturers and the results of the try out activities to find out whether the model materials was appropriate for the students' or not.

4. Instrument

There were three types of instrument was prepared for this the study, namely:

1) Questionnaire

Questionnaire was a data collection technique performed by given a set of questions or written statements to respondents to answer. Questionnaire was a technique Efficient data collection when the researcher knows the variables with certainty to measure and know what to expect from respondents. The questionnaire was suitable for

use with a large enough number of respondents. Questionnaires could be in the form of closed or open questions/statements. With direct contact between researchers and respondents would provided objective and fast data (Sugiyono, 2011: 142).

The questionnaire was used to find out students needs toward Plotagon materials. An overview of the questionnaire could be seen in the following table:

Table 3.2 The Topic of Questionnaire to Students Needs Toward Plotagon

Rated Aspect	Indicator	Question Number
1. Visual Display	<ul style="list-style-type: none"> • Visual (layout, color). • Audio (sound effect). • Use of letters (subtitle). • Background. • Pronunciation (accent). • Character design (moving media) 	1
		2
		3, 4
		5
		6
		7
		7
2. Content	<ul style="list-style-type: none"> • Evaluation (Exercise) • Learning Objectives 	8, 9
		10
3. Assessment	-	-

2) Interview

Interview as a data collection technique when the researcher wanted to do a preliminary study to find the problem that must be researched, and if the researcher wanted to know the things that were deeper. This data collection technique was based on self-report or self-report, or at least on personal knowledge and or beliefs (Sugiyono, 2011: 137).

Interviews were conducted before research on English lecturers of IAIN Palangka Raya. An overview of the interviews could be seen in the following table:

Table 3.3 The Topic of Interviews on English lecturers

Rated Aspect	Indicator	Question Number
1. Early understanding of the teaching learning media.	<ul style="list-style-type: none"> • Kind of teaching learning media have been used in the Intensive Listening Class. 	1
2. Lecturer opinions about Plotagon	<ul style="list-style-type: none"> • Use of the Plotagon learning media in the teaching Intensive Listening. • Effectiveness to use Plotagon. • Problems or difficulties when using Plotagon. 	2
		3
		4
3. Improvement suggestions	-	-

3) Documentation

Documents were records of events, could be written drawings and student work. Written documents such as notes daily, biographies, policies. While work documents for example pictures, sculptures, etc (Sugiono, 2010: 329).

Documentation was used to collect the data in the form of documents such as video capture, text book, syllabus and lesson plan.

Table 3.4 Types of Data was collected used the instruments

Data	Instrument	Content	Subject/Respondent
Needs Analysis	Interviews	Lecturer demand towards Plotagon materials	Listening lecturer of IAIN Palangka Raya
	Questionnaire	Students' needs toward Plotagon materials	Second-semester students of IAIN Palangka Raya
Expert Validation	Questionnaire	Evaluation on the draft	Expert in Material Development
Try-Out	Interview	The applicability of the developed plotagon materials from students and lecturers' perception	The second-semester students and the English lecturers of IAIN Palangka Raya

C. Subject and Data of the Study

1. Subject of the Study

The research subjects used in this study was adjusted to the focus of the study. The focus of this research was media development Plotagon based Intensive Listening materials for the students at second-semester of IAIN Palangka Raya in academic year 2020/2021.

2. Data of the Study

The data in this study were information related to the needs of students and teachers against the Plotagon for second-semester students of IAIN Palangka Raya and data related to the assessment of the Plotagon. To obtain the data needed in this study, data sources used were students, teachers, and experts. Data sources for the needs of the preparation of the Plotagon includes students and teachers, while the subject of Plotagon assessment test was expert.

D. Technique of Data Collection

In this way, the researcher were conducted the collection data by two instruments.

a. Close-Ended Questionnaire

This way was distributed in one of which the questionnaire was spread to the students at second-semester of IAIN Palangka Raya. For the simple detail, it could be seen from the steps below:

1. The researcher was provide the questionnaire using google form to the second-semester.

2. The researcher distributed the questionnaire by shared the link to the respondents.
3. The researcher checked the questionnaire from the respondents.
4. The researcher analyzed the data obtained.
5. The researcher calculated the percentage of students in choosing each content indicator in the Plotagon.

b. Open-Ended Interview

This way was distributed in one of which the questionnaire was spread to the Intensive Listening lecturers at second-semester of IAIN Palangka Raya. For the simple detail, it could be seen from the steps below:

1. Researcher was choose Listening lecturers to be interviewed as demand towards Plotagon media.
2. The researcher does validation by experts.
3. The researcher was got the most resonant information from the lecturers through interviews.
4. Last, the researcher was used the audio recorder as a tool to collect the data. It was considered more comfortable than taking notes.

E. Technique of Data Analysis

The collected data was analyzed to determine quality the result of development product. Data in the form of suggestions and criticism from

Plotagon's media and materials experts produced. Furthermore, the stage of data analyzed were through the following steps:

1) Media development process data

Media development process data was descriptive data. Media development process data obtained by the flow of media creation until the end of the media.

2) Media feasibility assessment data

Media feasibility assessment data obtained from the results questionnaire by experts and then analyzed by following the steps as follows:

a. Analysis of Quantitative Data

Table 3.5 Likert Scale

Category	Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

(Sudaryono, 2017: 190-191)

a. Calculate the overall average score for each aspect with formula

$$X = \sum x N$$

Explanation:

X = Mean

$\sum x$ = Total Score

N = Subject

(Sukardjo, 2012: 98 in Enik Widiastuti 2017: 44)

It could also be determined the eligibility criteria for the Plotagon media as a whole, namely by multiplied the assessment score with the number of indicators measured in each aspect with the expected eligibility level. Technique used percentage in analyzed data with the formula as following:

The percentage of eligibility for each aspect (%)

$$= \frac{\sum \text{Mean}}{\sum \text{Ideal Score}} = 100\%$$

(Sunoto, 2007: 37 in Enik Widiastuti 2017: 45)

The collected data was analyzed used analytical techniques quantitative descriptive expressed in the distribution of scored and the percentage of the rated scale category that has been determined. After presented in percentage form, step then describe and draw conclusions about each indicator. The suitability of aspects in the development of learning media could used tables as follows:

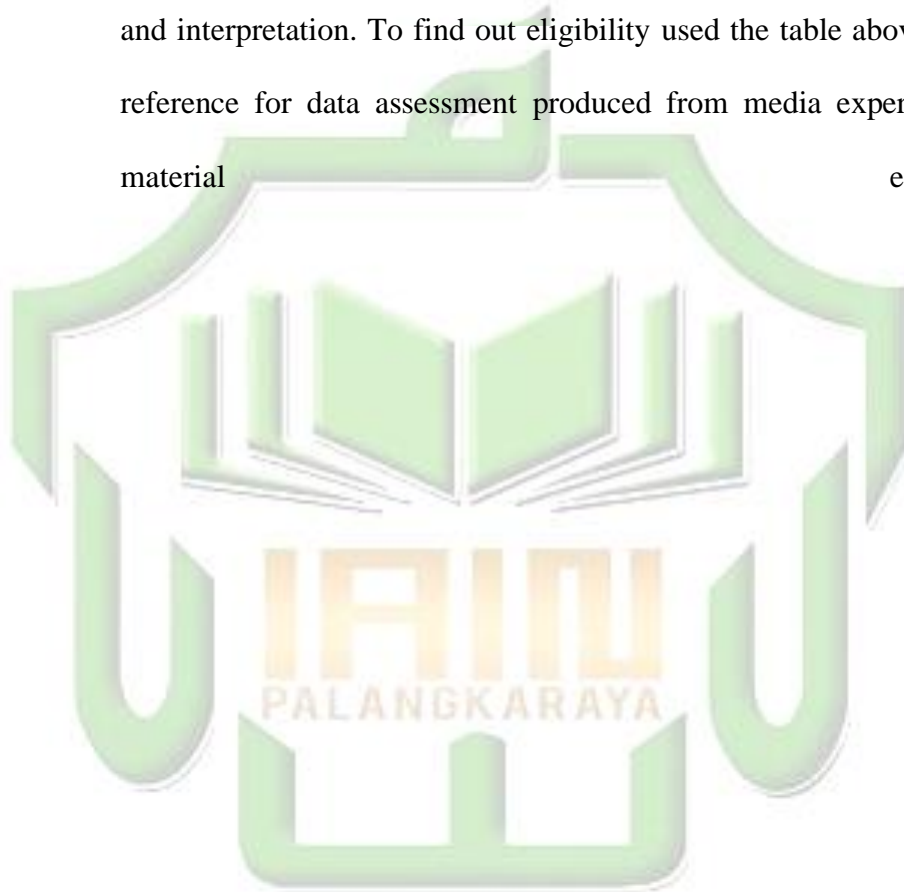
Table 3.6 Provision of Value

Assessment Percentage	Category
81 – 100%	Very High Worthy
61 – 80%	High Worthy

41 – 60%	Fair Worthy
21 – 40%	Low Worthy
0 – 20%	Very Low Worthy

(Arikunto, 2010: 44)

Table 3.6 above mentioned percentage criteria assessment and interpretation. To find out eligibility used the table above as a reference for data assessment produced from media experts and material experts.



CHAPTER IV

RESEARCH OF DEVELOPMENT

This chapter discussed about the results of need analysis, design stage, development stage, validation of media and materials expert, feasibility of the product and discussion.

A. Research Findings

1. Developing Plotagon Based Intensive Listening Materials for Second-Semester Students of IAIN Palangka Raya

a. Need Analysis

1) Analysis of Lecturer's Interview

The aspect of the need for Plotagon learning media consisted of two indicators, namely (1) Early understanding of the teaching learning media (2) lecturer's opinions about Plotagon. In the aspect of the need for an initial understanding of this learning media, there were three questions. The first question related to the response to whether or not lecturers use learning media to teach Intensive Listening classes. The second question related to responses about what types of learning media have been used in the Intensive Listening class. The third question related to responses to whether or not the lecturers have used Plotagon learning media in learning in the Intensive Listening class. Then, in the aspect of the need for lecturers' opinions about the Plotagon

learning media, there were two questions. The first question related to the opinion of what problems or difficulties the lecturers face when using instructional media in teaching in the Intensive Listening class. The second question related to the opinion of whether this learning media had the potential to help students in learning in the Intensive Listening class.

Data of the interview contained data took from the informants were collected through via whatsapp and direct interviews. These were the data of open-ended interview which required longer statement or respond. Through this interview, the researcher could identify the needs of Listening lecturers to Plotagon learning media.

Tabel 4.1 The Open-Ended Interview Items which were made by the researcher

No	Questions
1	Apakah anda menggunakan media pembelajaran untuk mengajar kelas Intensive Listening? <i>Do you use media to teach Intensive Listening Class?</i>
2	Jenis media pembelajaran apa yang pernah digunakan dikelas Intensive Listening? <i>What kind of teaching learning media have been used in the Intensive Listening Class?</i>
3	Masalah atau kesulitan apa yang anda hadapi saat

	<p>menggunakan media pembelajaran dalam mengajar dikelas Intensive Listening?</p> <p><i>What problems or difficulties did you face when using the teaching media in the Intensive Listening Class?</i></p>
4	<p>Apakah anda pernah menggunakan media pembelajaran Plotagon dalam pembelajaran Kelas Intensive Listening?</p> <p><i>Have you ever used the Plotagon learning media in the teaching Intensive Listening Class?</i></p>
5	<p>Dalam perkembangan ini terdapat media pembelajaran yang berbasis Plotagon (media pembelajaran berbasis video animasi) yang bisa digunakan dalam pembelajaran Listening. Apakah Plotagon ini berpotensi membantu mahasiswa dalam belajar dikelas Intensive Listening?</p> <p><i>In this development, there are teaching media that can be used by educators for teaching Listening. One of them is Plotagon (animation video). Does Plotagon potentially help the students in learning in the Intensive Listening Class?</i></p>

There were totally 3 Listening lecturers at IAIN Palangka Raya who answered the interview. They are Novanie Sulastri, M.Pd., Zaida Ulfah, M.Pd., dan Rabiatul Adawiyah, M.Pd. They had the

information which related to the researcher's need. Here were all of results from the instrument.

The first interviewee was Novanie Sulastri said, "(1) Ya, saya menggunakan media pembelajaran untuk mengajar kelas Intensive Listening. (2) Jenis media pembelajaran yang saya gunakan di kelas Intensive Listening adalah audio yang sudah tersedia di buku yang saya gunakan. Dalam audio, siswa dituntut untuk mendengarkan dengan seksama dan fokus, yang berarti siswa harus fokus pada apa yang dibicarakan pembicara. (3) Jadi, masalah atau kesulitan yang saya hadapi saat menggunakan media pembelajaran dalam mengajar di Kelas Intensive Listening adalah ketika saya harus mengulang-ulang audio agar suara pembicara terdengar lebih jelas. (4) Untuk penggunaan media pembelajaran, saya tidak pernah menggunakan Plotagon. Walaupun harus menggunakan video, biasanya saya ambil dari channel youtube yang langsung saya tampilkan di layar monitor. Disana siswa dapat melihat dan juga mendengarkan sambil siswa membuat kesimpulan dari video tersebut. (5) Saya yakin setiap media pembelajaran dibuat karena memiliki fungsinya masing-masing. Menurut saya, semua alat penunjang pembelajaran berupa media pembelajaran dapat mendukung kegiatan pembelajaran di Kelas Intensive Listening dan dapat bermanfaat." (On April 8th 2021, at 13.30 pm)

(1) Yes, I use learning media to teach Intensive Listening classes. (2) The type of learning media that I use in the Intensive Listening class is the audio that is already available in the book I use. (3) In the audio, students are required to listen carefully and focus, which means that students must focus on what the speaker is talking about. So, the problem or difficulty I faced when using learning media in teaching in the Intensive Listening Class was when I had to repeat the audio so that the speaker's voice could be heard more clearly. (4) For the use of learning media, I have never used Plotagon. Even though I have to use a video, I usually take it from the YouTube channel which I immediately display on the monitor screen. There students can see and also listen while students make conclusions from the video. (5) I am sure that each learning media is made because it has its own function. In my opinion, all learning support tools in the form of learning media can support learning activities in the Intensive Listening Class and can be useful.

The second interviewee was Zaida Ulfah said, “(1) Ya, saya menggunakan media pembelajaran untuk mengajar kelas Intensive Listening. (2) Jenis media pembelajaran yang saya gunakan di kelas Intensive Listening adalah audio dan video. (3) Selama Covid 19, mahasiswa tidak bisa belajar di kelas dan dosen hanya memberikan materi ajar berupa audio dan video melalui

WhatsApp. Sehingga masalah atau kesulitan yang saya hadapi ketika menggunakan media pembelajaran ini adalah siswa dapat mencari audio yang sama dengan yang saya berikan, sehingga ketika ada evaluasi siswa dapat dengan mudah menemukan jawabannya di internet. (4) Ya, tapi saya menggunakan video Plotagon yang tersedia di internet. (5) Semua media pembelajaran pasti bisa membuat pembelajaran lebih variatif dan menarik. (On April 10th 2021, at 11.00 am)

(1) Yes, I use learning media to teach Intensive Listening classes. (2) The type of learning media that I use in the Intensive Listening class is audio and video. (3) During Covid 19, students could not study in class and lecturers only provided teaching materials in the form of audio and video via WhatsApp. So that the problem or difficulty I face when using this learning media is that students can search for the same audio that I provide, so that when there is a students' evaluation can easily find the answer on the internet. (4) Yes, but I use Plotagon videos which are readily available on the internet. (5) All learning media can certainly make learning more varied and interesting.

The third interviewee was Rabiatul Adawiyah said, "(1) Ya, saya menggunakan media pembelajaran untuk mengajar kelas Intensive Listening. (2) Jenis media pembelajaran yang saya gunakan di kelas Intensive Listening adalah audio seperti cerita

lisan, percakapan, podcast dan video yang diambil dari youtube. (3) Kesulitan saat mengajar kelas Intensive Listening online saat pandemi, terkadang siswa kesulitan memahami audio yang dikirimkan melalui Whatsaap. (4) Untuk penggunaan media pembelajaran, saya tidak pernah menggunakan Plotagon. (5) Ya, penggunaan media pembelajaran Plotagon berpotensi meningkatkan pemahaman siswa jika media tersebut dikembangkan dengan baik dan disesuaikan dengan materi pembelajaran dan kebutuhan siswa akan media pembelajaran Plotagon. (On April 14th 2021, at 12.00 pm)

(1) Yes, I use learning media to teach Intensive Lstening classes. (2) The type of learning media that I use in the Intensive Listening class are audio such as spoken story, conversations, podcast and video is taken from youtube. (3) The difficulty when teaching the Intensive Listening class was online during the pandemic, sometimes students had difficulty understanding the audio sent via Whatsaap. (4) For the use of learning media, I have never used Plotagon. (5) Yes, using the Plotagon learning media can potentially increase student understanding if the develops the media properly and is adapted to the learning material and students' needs for the Plotagon learning media.

Based on the results answered the informants, they use audio and video learning media to teach in the Listening class. The

problems or difficulties faced by informants when using these learning media in during Covid 19, students cannot study in class and lecturers only provide teaching materials in the form of audio and video via WhatsApp. So, when the lecturer had to repeat the audio so that the speaker's voice is heard more clearly. When teaching in the Listening class, only one informant has ever used Plotagon learning media in the Listening class and two informants had never used Plotagon learning media. For Plotagon learning media, the informants said that each learning media was made because it has its own function. According to the informants, all learning support tools in the form of learning media can support learning activities in the Listening Class and can be useful.

2) Analysis Students' Questionnaires

The analysis of the needs for the content of the Plotagon learning media was a description of the substance (content) contained in the Plotagon learning media. The need for media content was the researcher's step in determining and packaging the material exposure in Plotagon, examples, and evaluation.

Table 4.2 The Online Questionnaires Guidelines

No.	Indicators	Questions	Answer Choices
1.	Visual (layout, color)	What basic background color do you	Bright color (full color)
			Light color (pastel or

		want on the Plotagon screen display?	pale color) Dark color (black white color)
2.	Audio (sound effect)	Do sound effects or back sound need to be used on the Plotagon learning media?	Strongly agree Agree Disagree
3.	Subtitle	Do you need the subtitles (English language) on the Plotagon learning media?	Strongly agree Agree Disagree
4.	Font size of subtitles	Do you think the font size of subtitles on the Plotagon learning media is important?	Strongly Agree Agree Disagree
5.	Background	Does the Plotagon	Strongly Agree Agree

		learning media need a suitable background to the material discussion?	Disagree
6.	Pronunciation (accent)	What kind of pronunciation or accent do you need on the Plotagon learning media?	American accent
			Britist accent
			Australian accent
7.	Character design (moving media)	Does the selection of animated characters need to be adapted to the student book or references?	Strongly agree
			Agree
			Disagree
8.	Evaluation (exercise)	Does the final of lesson in the video require evaluation or	Strongly agree
			Agree
			Disagree

		practice to find out how far students understand the material?	
9.	Form of evaluation	What form of evaluation or practice do you want on the Plotagon learning media?	Essay
			Multiple Choice
			True-False Test
10.	Learning Objectives	Do learning objectives need to be conveyed on the Plotagon learning media?	Strongly agree
			Agree
			Disagree

The first indicator on the aspect of content or material needs was the color in the Plotagon screen display. This indicator aims to determine the use of color in Plotagon's learning media. This indicator consists of one question with three answer choices, namely bright color (full color), light color (pastel or pale color), and dark color (black white color). To answer these questions,

students were only allowed to choose one answer from the three answer choices provided.

The second indicator related to the sound effect in Plotagon's learning media. This indicator aims to determine whether it was necessary to use sound effects in Plotagon's learning media. This indicator consists of one question with three answer options, namely strongly agree, agree, and disagree. Students were only allowed to choose one answer from the three answer choices provided.

The third and fourth indicator related to the presence of subtitles (English language). This indicator consists of two questions, namely the first question relating to the need for subtitles with three answer choices for students, namely strongly agree, agree, and disagree. The second question related to the importance of using font size of subtitles in Intensive Listening learning media with three answer choices for students, namely strongly agree, agree and disagree. Students were only allowed to choose one answer from the three answer choices provided.

The fifth indicator related to the suitability of the background with the learning material. This indicator aims to determine whether it was necessary to adjust the Plotagon background with the learning materials used. This indicator consists of one question with three answer choices for students, namely strongly

agree, agree, and disagree. Students were only allowed to choose one answer from the three answer choices provided.

The sixth indicator related to pronunciation or accent in Plotagon's learning media. This indicator aims to determine the type of accent used in learning materials. This indicator consists of one question with three answer choices for students, namely american accent, british accent, and australian accent. Students were only allowed to choose one answer from the three answer choices provided.

The seventh indicator related to animated characters in Plotagon's learning media. This indicator aims to determine whether it was necessary to adjust the selection of animated characters with the learning material. This indicator consists of one question with three answer choices for students, namely strongly agree, agree, and disagree. Students were only allowed to choose one answer from the three answer choices provided.

The eighth and ninth indicator related to the existence of evaluation questions for students after participating in Intensive Listening learning with Plotagon media. This indicator aims to determine whether or not evaluation questions were needed in the Plotagon learning media. This indicator consists of two questions. In the first question related to the need for evaluation with three answer choices for students, namely strongly agree, agree, and

disagree. The second question related to the form of evaluation questions with three answer choices for students, namely essay, multiple choice and true-false test. Students were only allowed to choose one answer from the three answer choices provided.

The tenth indicator related to learning objectives in Plotagon's learning media. This indicator aims to determine whether it was necessary to include and explain learning objectives in learning materials at Plotagon. This indicator consists of one question with three answer choices for students, namely strongly agree, agree, and disagree. Students were only allowed to choose one answer from the three answer choices provided.

Table 4.2 Result of student responses to their needs on the Plotagon learning media

No.	Indicators	Questions	Answer Choices	Total of Answers	Total of Percentages	Total of Students
1.	Visual (layout, color)	What basic background color do you want on the Plotagon screen display?	Bright color (full color)	15	27,8%	54
			Light color (pastel or pale color)	21	38,9%	
			Dark color (black white color)	18	33,3%	

2.	Audio (sound effect)	Do sound effects or back sound need to be used on the Plotagon learning media?	Strongly agree	15	27,8%	54
			Agree	33	61,1%	
			Disagree	6	11,1%	
3.	Subtitle	Do you need the subtitles (English language) on the Plotagon learning media?	Strongly agree	15	27,8%	54
			Agree	19	35,2%	
			Disagree	20	37%	
4.	Font size of subtitles	Do you think the font size of subtitles on the Plotagon learning media is important?	Strongly Agree	13	27,8%	54
			Agree	20	37%	
			Disagree	21	38,9%	

5.	Background	Does the Plotagon learning media need a suitable background to the material discussion?	Strongly Agree	20	37%	54
			Agree	34	63%	
			Disagree	0	0	
6.	Pronunciation (accent)	What kind of pronunciation or accent do you need on the Plotagon learning media?	American accent	49	90,7%	54
			British accent	5	9,3%	
			Australian accent	0	0	
7.	Character design (moving media)	Does the selection of animated characters need to be adapted to the student book or	Strongly agree	11	20,4%	54
			Agree	39	72,2%	
			Disagree	4	7,4%	

		references ?				
8.	Evaluation (exercise)	Does the final of lesson in the video require evaluation or practice to find out how far students understand the material?	Strongly agree	12	22,2%	54
			Agree	41	75,9%	
			Disagree	1	1,9%	
9.	Form of evaluation	What form of evaluation or practice do you want on the Plotagon learning media?	Essay	3	5,6%	54
			Multiple Choice	32	59,3%	
			True-False Test	19	35,2%	
10.	Learning Objectives	Do learning objectives need to be conveyed	Strongly agree	14	25,9%	54
			Agree	36	66,7%	
			Disagree	4	7,4%	

		on the Plotagon learning media?				
--	--	--	--	--	--	--

Based on table 4.2, it can be seen that students' needs for the content of Plotagon learning media were desired by students. In the first indicator related to the basic background color on the Plotagon screen display, it can be seen that 15 students answered bright color (full color), 21 students answered light color (pastel or pale color), and 18 students answered dark color (black white color). Based on the number of answers, it can be concluded that the basic background color on the Plotagon screen display that students want is a light color (pastel or pale color).

The second indicator was about whether or not the use of sound effects was necessary. Based on table 4.2, it can be seen that 15 students answered strongly agree, 33 agree, and 6 students disagree with the sound effect in Plotagon learning media. Based on these results, it can be concluded that most students want sound effects in Plotagon's learning media.

The third and fourth indicators were about whether or not the use of subtitles was necessary. Based on table 4.2, there were two questions each on the indicator, in the first indicator question it was known that 15 students answered strongly agree, 19 students answered agree, and 20 students disagreed with the existence of

subtitles in Plotagon learning media. Based on these results, it can be concluded that most students choose not to use subtitles in Plotagon's learning media. While on the second indicator question, it was known that 13 students answered strongly agree, 20 students answered agree, and 21 students answered disagree about the importance of font size of subtitles on the Plotagon learning media. Based on these results, it can be concluded that most students agree that the use of font size of subtitles on the Plotagon learning media was important.

The fifth indicator was about the suitability of the background with the learning material. Based on table 4.2, it can be seen that 20 students answered strongly agree, 34 students agreed, and no students answered disagree about the suitability of the background with the learning material. Based on these results, it can be concluded that most students want the suitability of the background with the learning material on the Plotagon learning media.

The sixth indicator in the aspect of the need for Plotagon learning media was the type of pronunciation or accent used. Based on table 4.2, it can be seen that 49 students chose the american accent, 5 students chose the british accent, and no students chose the australian accent. Based on these results, it can

be seen that most students choose american accent as pronunciation in Plotagon's learning media.

The seventh indicator in the aspect of the need for Plotagon learning media was about animated characters in Plotagon learning media. Based on table 4.2, it can be seen that 11 students answered strongly agree, 39 students answered agree, and 4 students answered disagree. Based on these results, it can be seen that students agree that there was a selection of animated characters need to be adapted to the students' book or references.

The eighth and ninth indicators were about whether or not evaluation or practice and form of evaluation were necessary. Based on table 4.2, there were two questions each on the indicator, in the first indicator question related to the need for evaluation, it was known that 12 students answered strongly agree, 41 students answered agree, and 1 student disagreed with the evaluation in Plotagon learning media. Based on these results, it can be concluded that most students choose evaluation or practice in Plotagon's learning media. While the results of the answers to the second question indicate that the form of questions used in the evaluation was a multiple-choice test. This can be seen from 3 students choosing the essay test form, 32 students choosing the multiple-choice test form, and 19 students choosing the true-false test form. The questions used in the evaluation were

of course adapted to the material presented in the Plotagon learning media.

The tenth indicator in the aspect of the need for Plotagon learning media was about whether or not learning objectives were needed in Plotagon learning media. Based on table 4.2, it can be seen that 14 students answered strongly agree, 36 students answered agree, and 4 students answered disagree. Based on these results, it can be seen that students agree on the existence of learning objectives in Plotagon's learning media.

3) Analysis of the Material

Analyzing the materials used in Plotagon learning media for second-semester students of IAIN Palangka Raya in the Intensive Listening course, using topics at the thirteenth, fourteenth and fifteenth meetings. There are *Meeting People in Formal Situations, Making Travel Arrangements and Holiday Plans*.

The topic of the thirteenth meeting about *Meeting People in Formal Situations* was usually called for formal languages and were generally used in work. Formal situations can also be used on certain events or when talking with our superior (boss) or when meeting new people. The examples general formal greetings such as hello, good morning, how are you, how are you doing, I'm pleased to meet you, it's a pleasure to meet you, I'm glad to see you, how do you do, and so on.

The topic of the fourteenth meeting about *Making Travel Arrangements* was preparations for a journey, plans for making a trip. This material explains how to do travel arrangements including choose the exact destination, choose ideal travel dates, book air, make living accommodations, plan activities for the duration of stay, and gather all necessary travel documents before departure.

The topic of the fifteenth meeting about *Holiday Plans*, it could be a day or several days when one takes a break from the usual routine. There were lots of reasons for taking a holiday. In fact, people often used the word holiday to describe travel or a trip. Another word that can be used for a holiday was vacation but that's not that common in Australia. It's mostly used in the United States. The expression used in Holiday Plans were **would like to** and **going to**.

b. Design Stage

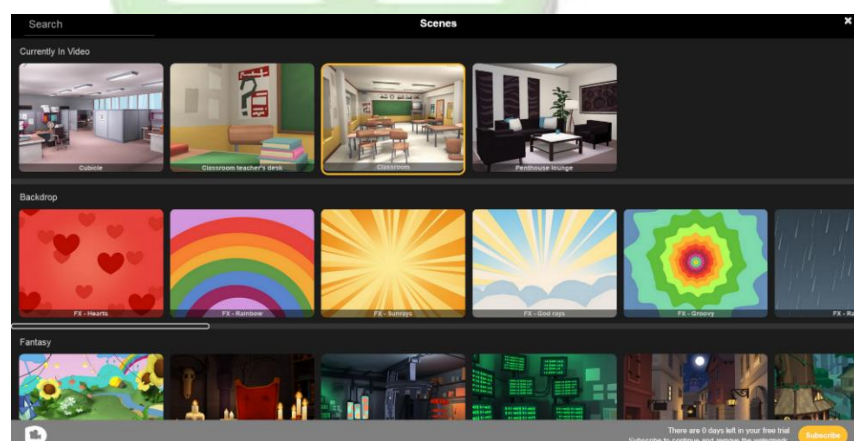
At the design stage, namely designing products according to analysis of students' questionnaire, analysis of lecturers' interview and analysis of material for second-semester students of IAIN Palangka Raya. In making Plotagon media, media design was an important thing as the beginning of making Plotagon media product development.

The steps for design of Plotagon learning media were:

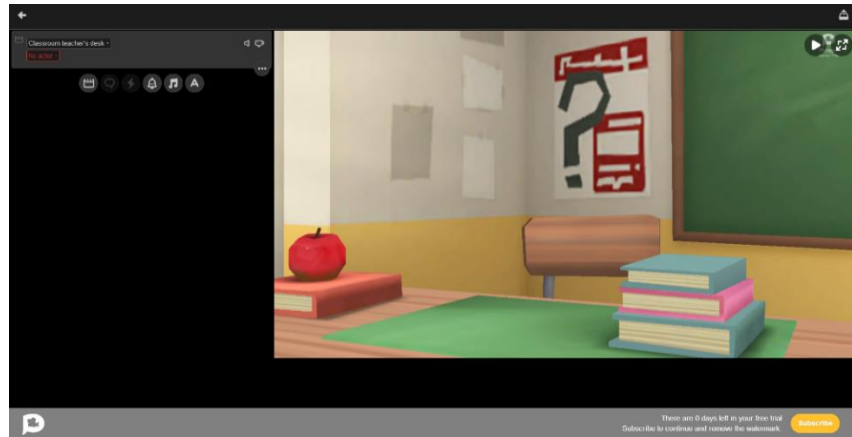
1) Selection of Background Plotagon

The first step that the researcher took was to choose a media background that was in accordance with the selected learning material. In the introduction (Opening) section, the selected background was *Classroom teacher's desk*. Then in the content section, the selected background was *Classroom* and in the closing section the selected background was *Classroom teacher's desk*.

In the sample dialog section, the selected background adjusts the learning materials. In the learning material *Meeting People in Formal Situations*, the chosen backgrounds were *Headmaster's Office*, *In the Bank* and *Bus Stop Bench*. In the learning material *Making Travel Arrangements*, the chosen background was *Service Desk* at the Travel Agent. Then in the learning material *Holiday Plans*, the chosen backgrounds were *Classroom*, *In the Office* and *Penthouse Lounge*.



Picture 4.1 Selection a Background Plotagon

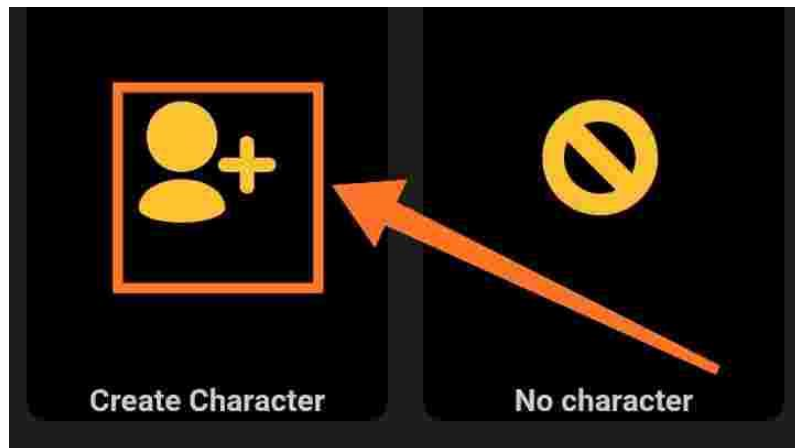


Picture 4.2 Create a Background

2) Selection of Animated Characters

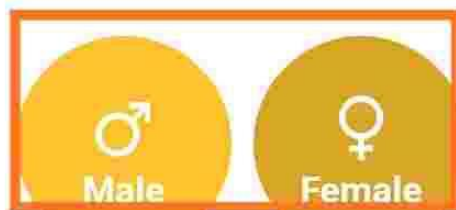
The second step that the researcher did was to choose an animated character that was in accordance with the selected learning material. The selection of animated characters that would be used adjusts to the age and stage of student development. The following were the steps of the researcher in added animated characters:

1. Choose the create character menu or could also choose the one provided, but those with a trolley icon must pay. Here, researchers mostly edit their own character animations.



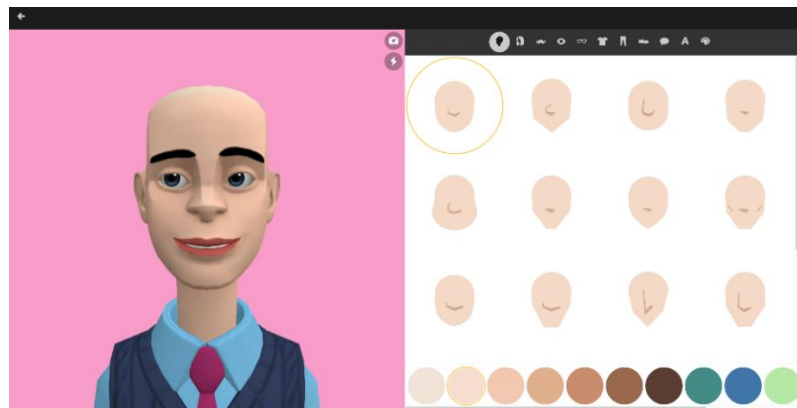
Picture 4.3 Icon to Create Character

2. Choose the gender according to the character to be made, it could be male or female.



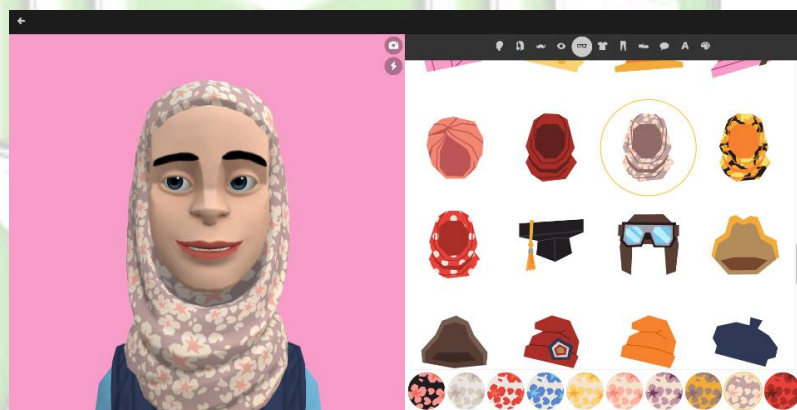
Picture 4.4 Icon to Choose the Gender

3. Choose the available face shape and skin color by click on the second icon to the right of it.



Picture 4.5 Choose Face Shape

4. Choose the shape of several available haircuts and choose the color. In this media, researchers also used animated characters who used hijab.



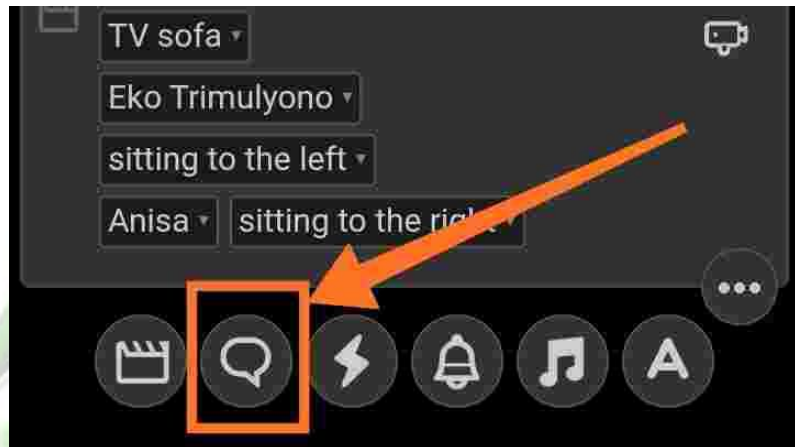
**Picture 4.6 Choose the Shape of the Animated Character
Used the Hijab**

5. Then the next icon edits certain parts that need to be changed, such as mustaches, clothes, eyes, eyebrows, glasses, and others.
6. Then give the character name then click done to save the created character.

3) Adding Voice to Video

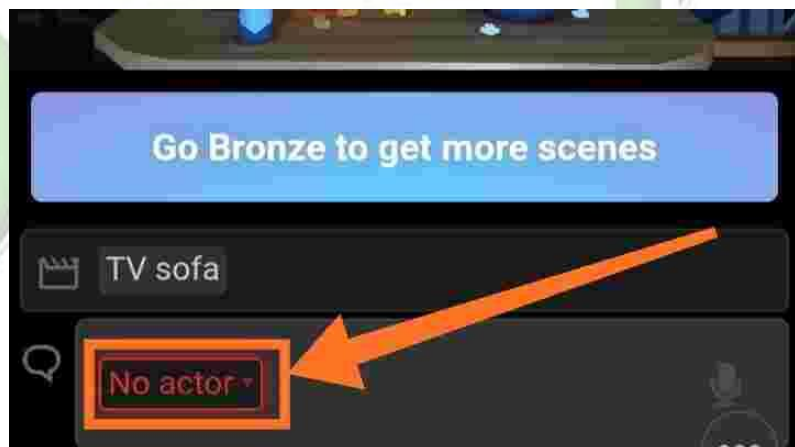
To add voice or sound, the following were the steps that the researcher took:

1. Click the second circle button from the left as shown below.



Picture 4.7 Icon of Adding Voice to Video

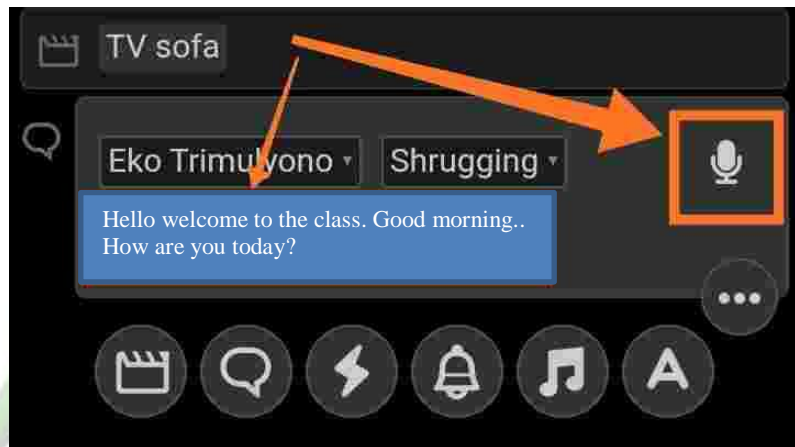
2. Select no actor to choose which character will speak.



Picture 4.8 Icon to Choose which Character will Speak

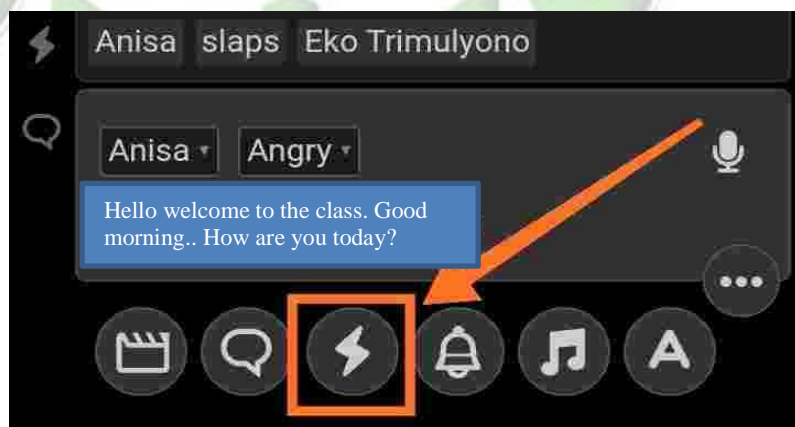
3. Write the words in the column provided that the animated character wanted to said if don't wanted to import the voice (if the character was female, the language doesn't sound

good because the voice automatically uses English). However, researchers also used their own voice or import voice by click the button **Microphone** on the right.



Picture 4.9 Icon to Add Voice

4. Chose an expression or tone of voice by click *the neutral button* next to the character's name.
5. The next step was to added movement to the animated character, by selected or click a button with an icon like the picture below.



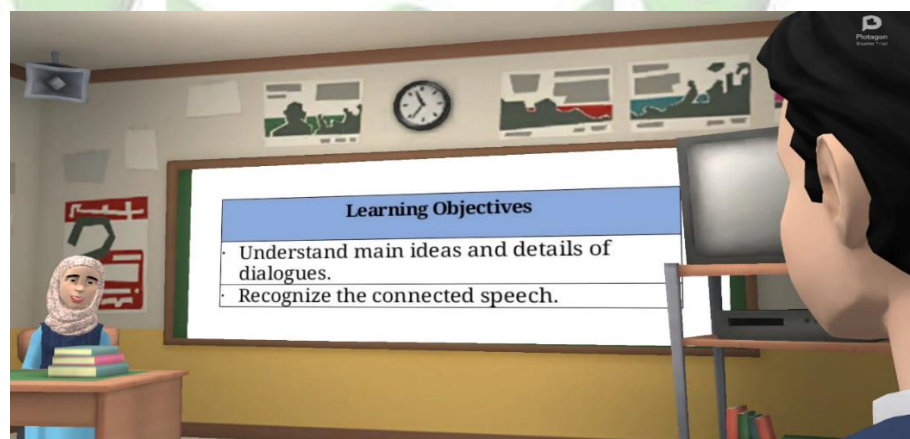
Picture 4.10 Icon to Added Movement to the Animated Character

c. Development Stage

Based on the results of the questionnaire analysis of the needs of students and interview analysis of the needs of lecturers, the preparation of the development of Plotagon learning media was arranged according to the references and considerations of the results of the analysis of the needs of students and teachers. The forms of Plotagon learning media that have been designed were as follows:



Picture 4.11 Design of Opening Learning Materials on Plotagon



Picture 4.12 Design the Presentation of Learning Objectives on

Plotagon



**Picture 4.13 Design the Presentation of Learning Materials on
Plotagon**



**Picture 4.14 Design of Conversation Example for Two People on
Plotagon**



Picture 4.15 Design of Closing Learning Materials on Plotagon

1) Dimension of Visual

In the dimensions of the display of the contents of the Plotagon learning media, namely (1) the used of color, (2) the voice of the animated characters, (3) the used of images (animated characters), and (4) the layout of the animated characters. The following was a presentation of these four aspects.

a. The Use of Color

Based on the results of the questionnaire analysis of student needs, the used of color in the display of Plotagon learning media was a combination of bright colors and light colors that do not damage or disrupt the appearance and provide comfort for students.

b. Animated Character Voices

In this Plotagon learning media, the filling for animated character voices was adjusted to the type or gender form of

the animated character. For example, the male animated character used a male voice and for the female animated character used a female voice. In addition, the filled for the voice of the animated character was also adjusted to the age of the animated character, for example the animated character of school children or students used a voice character that was smaller than the voice character of the teacher who was delivered learning material.

c. The Use of Images (Animated Characters)

Based on the results of the questionnaire analysis of student needs, Plotagon's learning media used various forms of animated characters. Such as the used of male, female and female animated characters who used the hijab. In addition, the placement of images or animations must also be considered so as not to interfere with students in studying the material contained in the media.

d. Layout of Animated Characters

The layout of each animated character in the Plotagon learning media was arranged in an attractive, clear and consistent manner, so that users could easily used the media. The layout of the images, and the icons in the media were also arranged as well as possible so as not to interfere with the delivery of the material. The arrangement of each icon

was placed in a section that was easily known and seen by students so that users do not experience difficulties.

2) Dimension of Media Content

The dimensions of the content of Plotagon's learning media cover several aspects, namely (1) completeness of content, (2) material needs, (3) selection of conversation examples, and (4) selection of evaluation questions. The following was a presentation of these three aspects.

a. Completeness of contents

The completeness of the contents consists of the introduction (Opening), content, and closing. In the introduction, the researcher presents an introduction and conveys the learning objectives. In the content section, the researcher displays the main menu containing Intensive Listening learning materials, examples of conversations and evaluation questions. The closing section contains the conclusions of the learning material as a whole so that students could understand what has been learned.

b. Materials Needs

Materials needs presented in Plotagon's learning media were adjusted to the needs of teachers and students. Plotagon's learning media would contain materials on *Meeting People in Formal Situations, Making Travel*

Arrangements and Holiday Plans that could broaden students' knowledge of the English language.

c. Selection of examples of conversations

The examples of conversations presented in the Plotagon learning media were adapted to the syllabus and selected materials. Examples of conversations presented include conversations between two people with different places where the conversation takes place. Thus, students were expected to be able to understand the material presented as well as to be able to apply the knowledge gained in learning listening skills taught by the teacher.

d. Selection of evaluation questions

In addition to the materials, students also wanted evaluation questions. The evaluation questions presented were used to measure the level of students' understanding of the material that has been studied. The questions listed were related to the material presented in the Plotagon learning media. The form of the questions presented was in the form of multiple-choice test which was listed at the end of the material before closing.

2. Validation of Media and Materials Expert

There were two kinds of data obtained from the validation results, namely quantitative data and qualitative data. Quantitative data in the form of the results of an assessment questionnaire with a Likert Scale while qualitative data in the form of assessments or suggestions from media expert validators and material expert validators. The Plotagon learning media submitted to the media expert validators and material experts validators were Plotagon learning media created by the researchers themselves.

The following were the scoring criteria for the media expert and material expert questionnaire:

Table 4.3 Scoring Criteria for Validation Questionnaire of Media Experts and Materials Experts

Category	Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The expert validation stages were as follows:

a. Validation of Media Expert

The product that was handed over to media experts was in the form of developing Plotagon based Intensive Listening materials for

second-semester students of IAIN Palangka Raya. The implementation date was June 3th 2021. The following was the presentation and assessment of validation questionnaire data by media experts:

Tabel 4.4 Results of Media Expert Validation Before Revision

No	Pronouncement	Answer Options						Score
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1.	Animation related to Intensive Listening material.		√				4	
2.	Animation sound on the Plotagon learning media is clear.			√			3	
3.	Movement animation with speech on the Plotagon learning media is appropriate.		√				4	
4.	The animation motion of Plotagon learning media			√			3	

	is appropriate.						
5.	The choice of color on the Plotagon learning media is interesting.		√				4
6.	The design of the picture is interesting to be able to arouse students' interest in learning.			√			3
7.	Conversation text with animated scene is appropriate.		√				4
8.	The presentation of the materials on the Plotagon learning media is carried out sequentially.		√				4
9.	The use of sound effects (back sound) on the Plotagon learning media is appropriate.			√			3
10.	The operation of the Plotagon			√			3

	learning media is very easy.						
Total Score							35
Maximum Score							50

Based on the validation assessment of media experts, the development of Plotagon learning media based Intensive Listening materials for second-semester students of IAIN Palangka Raya was declared eligible for revision. The suggestions and comments on the Plotagon learning media provided by media experts were included in the validation instrument.

The validation of the media expert's revision was carried out on August 6th 2021. The revisions made added suggestions from media experts. The following was the presentation and assessment of revised validation questionnaire data by media experts.

Table 4.5 Results of Media Expert Validation After Revision

No	Pronouncement	Answer Options						Score
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1.	Animation related to Intensive Listening material.	√					5	
2.	Animation		√				4	

	sound on the Plotagon learning media is clear.						
3.	Movement animation with speech on the Plotagon learning media is appropriate.	√					5
4.	The animation motion of Plotagon learning media is appropriate.	√					5
5.	The choice of color on the Plotagon learning media is interesting.	√					5
6.	The design of the picture is interesting to be able to arouse students' interest in learning.		√				4
7.	Conversation text with animated scene is appropriate.	√					5

8.	The presentation of the materials on the Plotagon learning media is carried out sequentially.	√						5
9.	The use of sound effects (back sound) on the Plotagon learning media is appropriate.		√					4
10.	The operation of the Plotagon learning media is very easy.	√						5
Total Score								47
Maximum Score								50

The comments on the presentation of learning media to the media expert validator after being revised were the presentation of the Plotagon learning media that has been made capable of being an intermediary in delivering the subject matter. Conclusions based on revisions according to suggestions from media experts, the development of Plotagon based Intensive Listening material for second-semester students of IAIN Palangka Raya was declared feasible without any revisions.

Based on suggestions and comments from media expert, the researcher made improvements to the developing Plotagon based Intensive Listening materials for EFL students of IAIN Palangka Raya as follows.

Before being revised, there were no movement in the opening video of the animated character and supporting pictures for learning objectives in the animated video. In addition, there was no explanation of each material accompanied by subtitles and practice questions. In the Plotagon video, the animation sound has not been adapted to the animated character, namely the character who conveys the explanation of the material in the video was still the same as the character who practices the dialogue example.



**Picture 4.16 Opening of Plotagon Learning Media Before
Revision by Media Expert**



Picture 4.17 Delivery of Learning Objectives Plotagon Learning Media Before Revision By Media Expert



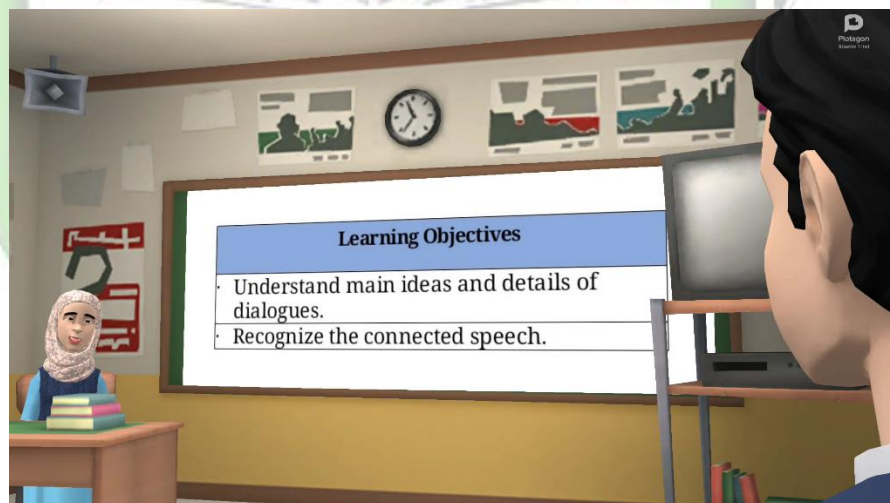
Picture 4.18 Delivery of Materials Plotagon Learning Media Before Revision By Media Expert

After done the revised, there were movement in the opening video of the animated character and supporting pictures the learning objectives in the Plotagon learning video. In addition, there was an explanation of each material accompanied by subtitles and practice questions. In the Plotagon learning video, the animation sound was

also adjusted to the animated character, namely the character who gives an explanation of the material in the video, which was different from the character who practices the dialogue example.



**Picture 4.19 Opening of Plotagon Learning Media After Revision
by Media Expert**



**Picture 4.20 Delivery of Learning Objectives Plotagon Learning
Media After Revision By Media Expert**



**Picture 4.21 Delivery of Materials Plotagon Learning Media
After Revision By Media Expert**



**Picture 4.22 A Display of Practice Questions Plotagon Learning
Media After Revision By Media Expert**

b. Validation of Materials Expert

Materials expert validation on the development of Plotagon learning media was carried out on June 3th 2021. The product submitted to material experts was in the form of developing Plotagon based Intensive Listening materials for second-semester students of

IAIN Palangka Raya. The following was the presentation and assessment of validation questionnaire data by materials experts:

Table 4.6 Results of Materials Expert Validation Before Revision

No	Pronouncement	Answer Options						Score
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1.	The suitability of plotagon learning media with Basic Competencies and Core Competencies for Intensive Listening Courses.		√					4
2.	The suitability of plotagon learning media with the learning objectives of the Intensive Listening Course.		√					4
3.	Plotagon learning media is easy to use in learning material in the	√						5

	Intensive Listening course.						
4.	The content of the material in the Plotagon learning media has been already appropriate with the learning objectives.	√					5
5.	The time for delivering the material in the Plotagon learning media is sufficient.		√				4
6.	The sequence of explaining the content of materials in the Plotagon learning media is appropriate.		√				4
7.	The form of evaluation or exercise used in Plotagon learning media is appropriate.		√				4

8.	Vocabulary selection has been appropriate with the material being taught.		√				4
9.	Plotagon learning media is clear for Intensive Listening materials.		√				4
10.	The language used has been appropriate with the materials being taught.		√				4
Total Score							42
Maximum Score							50

Based on the validation assessment of materials experts, the development of Plotagon learning media based Intensive Listening materials for second-semester students of IAIN Palangka Raya was declared eligible for revision. The suggestions and comments on the Plotagon learning media provided by materials experts were included in the validation instrument.

The validation of the materials expert's revision was carried out on August 6th 2021. The revisions made added suggestions from materials experts. The following was the presentation and

assessment of revised validation questionnaire data by materials experts.

Table 4.7 Results of Materials Expert Validation After Revision

No	Pronouncement	Answer Options						Score
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1.	The suitability of plotagon learning media with Basic Competencies and Core Competencies for Intensive Listening Courses.	√					5	
2.	The suitability of plotagon learning media with the learning objectives of the Intensive Listening Course.	√					5	
3.	Plotagon learning media is easy to use in	√					5	

	learning material in the Intensive Listening course.						
4.	The content of the material in the Plotagon learning media has been already appropriate with the learning objectives.	√					5
5.	The time for delivering the material in the Plotagon learning media is sufficient.		√				4
6.	The sequence of explaining the content of materials in the Plotagon learning media is appropriate.		√				4
7.	The form of evaluation or exercise used in Plotagon	√					5

	learning media is appropriate.						
8.	Vocabulary selection has been appropriate with the material being taught.	√					5
9.	Plotagon learning media is clear for Intensive Listening materials.	√					5
10.	The language used has been appropriate with the materials being taught.	√					5
Total Score							48
Maximum Score							50

The comments on the presentation of learning media to the materials expert validator after being revised were the presentation of the Plotagon learning media that has been made capable of being an intermediary in delivering the subject matter. Conclusions based on revisions according to suggestions from materials experts, the development of Plotagon based Intensive Listening material for second-semester students of IAIN Palangka Raya was declared feasible without any revisions.

Based on suggestions and comments from materials expert, the researcher made improvements to the developing Plotagon based Intensive Listening materials for EFL students of IAIN Palangka Raya as follows.

Before being revised, there was no explanation for each example of the dialogue in the Plotagon learning media, so after the example dialogue were practice questions.

After done the revision, there was an explanation of each example of the dialogue in the Plotagon learning media, so that after the example of the dialogue there was an explanation of the example dialogue then to the practice questions.



Picture 4.23 Explanation of the Example Dialogue Plotagon Learning Media After Revision By Media Expert



Picture 4.24 Explanation of the Example Dialogue Plotagon Learning Media After Revision By Media Expert

3. Feasibility of Plotagon Learning Media.

The development data that have been obtained from media experts and materials experts were then analyzed to determine the feasibility of developing Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya. The feasibility analysis of the development of Plotagon learning media was described as follows.

a. Feasibility of Plotagon Learning Media According to Media Experts

Based on the results of media expert assessments before revision of the developing Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya as listed in table 4.4 the results of media expert validation before revision, it could be

calculated the percentage of feasibility of developing Plotagon learning media was as follows.

It was known that:

$$\sum \text{Total score} = 35$$

$$\sum \text{Maximum score} = 50$$

Eligibility percentage:

$$\text{Eligibility percentage} = \frac{\sum \text{total score}}{\sum \text{maximum score}} \times 100\%$$

$$\text{Eligibility percentage} = \frac{35}{50} \times 100\%$$

$$\text{Eligibility percentage} = 70\%$$

The calculation results of the eligibility percentage of Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya above was 70%. After being converted with reference criteria (Arikunto 2010: 44) it was entered into the "High Worthy" criteria.

The data from media expert validation before being revised on the development of Plotagon based on Intensive Listening material for second semester students of Palangka Raya in table 4.4 the results of media expert validation before being revised could be described as follows:

1. Animation related to Intensive Listening material 80% agree.
2. Animation sound on the Plotagon learning media is clear 60% neutral.

3. Movement animation with speech on the Plotagon learning media is appropriate 80% agree.
4. The animation motion of Plotagon learning media is appropriate 60% neutral.
5. The choice of color on the Plotagon learning media is interesting 80% agree.
6. The design of the picture is interesting to be able to arouse students' interest in learning 60% neutral.
7. Conversation text with animated scene is appropriate 80% agree.
8. The presentation of the materials on the Plotagon learning media is carried out sequentially 80% agree.
9. The use of sound effects (back sound) on the Plotagon learning media is appropriate 60% neutral.
10. The operation of the Plotagon learning media is very easy 60% neutral.

The score obtained was 35 with a maximum score of 50 then the percent validity was 70%. Based on qualitative data regarding the advice given by media experts on the development of Plotagon based on Intensive Listening material for second semester students of Palangka Raya, namely provided by media experts, were included in the validation instrument.

Based on the results of media expert assessments after revision of the developing Plotagon based Intensive Listening materials for

second-semester students of IAIN Palangka Raya as listed in table 4.5 the results of media expert validation after revision, it could be calculated the percentage of feasibility of developing Plotagon learning media was as follows.

It was known that:

$$\sum \text{Total score} = 47$$

$$\sum \text{Maximum score} = 50$$

Eligibility percentage:

$$\text{Eligibility percentage} = \frac{\sum \text{total score}}{\sum \text{maximum score}} \times 100\%$$

$$\text{Eligibility percentage} = \frac{47}{50} \times 100\%$$

$$\text{Eligibility percentage} = 94\%$$

The calculation results of the eligibility percentage of Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya above was 94%. After being converted with reference criteria (Arikunto 2010: 44) it was entered into the "Very High Worthy" criteria. So that at the stage after being revised there was no need for another revision in accordance with the conclusions of the media expert validator.

The data from media expert validation after being revised on the development of Plotagon based on Intensive Listening material for second semester students of Palangka Raya in table 4.5 the results of media expert validation after being revised could be described as follows:

1. Animation related to Intensive Listening material 100% strongly agree.
2. Animation sound on the Plotagon learning media is clear 80% agree.
3. Movement animation with speech on the Plotagon learning media is appropriate 100% strongly agree.
4. The animation motion of Plotagon learning media is appropriate 100% strongly agree.
5. The choice of color on the Plotagon learning media is interesting 100% strongly agree.
6. The design of the picture is interesting to be able to arouse students' interest in learning 80% agree.
7. Conversation text with animated scene is appropriate 100% strongly agree.
8. The presentation of the materials on the Plotagon learning media is carried out sequentially 100% strongly agree.
9. The use of sound effects (back sound) on the Plotagon learning media is appropriate 80% agree.
10. The operation of the Plotagon learning media is very easy 100% strongly agree.

The score obtained was 47 with a maximum score of 50 then the percent validity was 94%. Based on qualitative data regarding the advice given by media experts on the development of Plotagon based

on Intensive Listening material for second semester students of Palangka Raya, namely provided by media experts, were included in the validation instrument.

Based on the analysis of the data in table 4.5 the results of the media expert's validation after being revised, it was known that the developing Plotagon in general was very high worthy from the media expert's point of view. This was indicated by the percentage obtained from research data. The score obtained was 47 with a maximum score of 50, so the percentage of validity was 94% into the "Very High Worthy" criteria. Based on qualitative data regarded comments given by media experts after being revised on the development of Plotagon based Intensive Listening material for second-semester students of IAIN Palangka Raya, namely the presentation of Plotagon learning media that has been made capable of being an intermediary in delivering subject matter and conclusions based on revisions and suggestions from experts media, then the development of Plotagon based Intensive Listening material for second-semester students of IAIN Palangka Raya was declared feasible without any revision.

b. Feasibility of Plotagon Learning Media According to Materials Experts

Based on the results of materials expert assessments before revision of the developing Plotagon based Intensive Listening

materials for second-semester students of IAIN Palangka Raya as listed in table 4.6 the results of materials expert validation before revision, it could be calculated the percentage of feasibility of developing Plotagon learning media was as follows.

It was known that:

$$\sum \text{Total score} = 40$$

$$\sum \text{Maximum score} = 50$$

Eligibility percentage:

$$\text{Eligibility percentage} = \frac{\sum \text{total score}}{\sum \text{maximum score}} \times 100\%$$

$$\text{Eligibility percentage} = \frac{40}{50} \times 100\%$$

$$\text{Eligibility percentage} = 80\%$$

The calculation results of the eligibility percentage of Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya above was 80%. After being converted with reference criteria (Arikunto 2010: 44) it was entered into the "High Worthy" criteria.

The data from materials expert validation before being revised on the developing Plotagon based Intensive Listening material for second-semester students of Palangka Raya in table 4.6 the results of materials expert validation before being revised could be described as follows:

1. The suitability of plotagon learning media with Basic Competencies and Core Competencies for Intensive Listening Courses 60% neutral.
2. The suitability of plotagon learning media with the learning objectives of the Intensive Listening Course 80% agree.
3. Plotagon learning media is easy to use in learning material in the Intensive Listening Course 100% strongly agree.
4. The content of the material in the Plotagon learning media has been already appropriate with the learning objectives 80% agree.
5. The time for delivering the material in the Plotagon learning media is sufficient 80% agree.
6. The sequence of explaining the content of materials in the Plotagon learning media is appropriate 80% agree.
7. The form of evaluation or exercise used in Plotagon learning media is appropriate 80% agree.
8. Vocabulary selection has been appropriate with the material being taught 80% agree.
9. Plotagon learning media is clear for Intensive Listening materials 80% agree.
10. The language used has been appropriate with the materials being taught 80% agree.

The score obtained was 40 with a maximum score of 50 then the percent validity was 80%. Based on qualitative data regarding the

advice given by materials experts on the development of Plotagon based Intensive Listening materials for second-semester students of Palangka Raya, namely provided by materials experts, were included in the validation instrument.

Based on the results of materials expert assessments after revision of the developing Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya as listed in table 4.7 the results of materials expert validation after revision, it could be calculated the percentage of feasibility of developing Plotagon learning media was as follows.

It was known that:

$$\Sigma \text{ Total score} = 48$$

$$\Sigma \text{ Maximum score} = 50$$

Eligibility percentage:

$$\text{Eligibility percentage} = \frac{\Sigma \text{ total score}}{\Sigma \text{ maximum score}} \times 100\%$$

$$\text{Eligibility percentage} = \frac{48}{50} \times 100\%$$

$$\text{Eligibility percentage} = 96\%$$

The calculation results of the eligibility percentage of Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya above was 96%. After being converted with reference criteria (Arikunto 2010: 44) it was entered into the "Very High Worthy" criteria. So that at the stage after being revised there

was no need for another revision in accordance with the conclusions of the materials expert validator.

The data from materials expert validation after being revised on the development of Plotagon based Intensive Listening materials for second-semester students of Palangka Raya in table 4.7 the results of materials expert validation after being revised could be described as follows:

1. The suitability of plotagon learning media with Basic Competencies and Core Competencies for Intensive Listening Courses 100% strongly agree.
2. The suitability of plotagon learning media with the learning objectives of the Intensive Listening Course 100% strongly agree.
3. Plotagon learning media is easy to use in learning material in the Intensive Listening Course 100% strongly agree.
4. The content of the material in the Plotagon learning media has been already appropriate with the learning objectives 100% strongly agree.
5. The time for delivering the material in the Plotagon learning media is sufficient 80% agree.
6. The sequence of explaining the content of materials in the Plotagon learning media is appropriate 80% agree.

7. The form of evaluation or exercise used in Plotagon learning media is appropriate 100% strongly agree.
8. Vocabulary selection has been appropriate with the material being taught 100% strongly agree.
9. Plotagon learning media is clear for Intensive Listening materials 100% strongly agree.
10. The language used has been appropriate with the materials being taught 100% strongly agree.

The score obtained was 48 with a maximum score of 50 then the percent validity was 96%. Based on qualitative data regarding the advice given by materials experts on the development of Plotagon based on Intensive Listening material for second-semester students of Palangka Raya, namely provided by materials experts, were included in the validation instrument.

Based on the analysis of the data in table 4.7 the results of the materials expert's validation after being revised, it was known that the developing Plotagon in general was very high worthy from the materials expert's point of view. This was indicated by the percentage obtained from research data. The score obtained was 48 with a maximum score of 50, so the percentage of validity was 96% into the "Very High Worthy" criteria. Based on qualitative data regarded comments given by materials experts after being revised on the development of Plotagon based Intensive Listening

material for second-semester students of IAIN Palangka Raya, namely the presentation of Plotagon learning media that has been made capable of being an intermediary in delivering subject matter and conclusions based on revisions and suggestions from materials experts, then the development of Plotagon based Intensive Listening material for second-semester students of IAIN Palangka Raya was declared feasible without any revision.

B. Discussions

From the results of the development of Plotagon media, researcher carried out three stages of development, namely analysis, design and development. In analysis phase, the researcher analysis of learning materials based on the syllabus, lecturers' and students' needs toward Plotagon media. At the design stages, the research design was based on the syllabus, lecturers' and students' needs toward Plotagon media on the Intensive Listening materials so that students could easily learn materials with Plotagon media. The topics used in this research were *meeting people in formal situations* (thirteenth meeting), *making travel arrangements* (fourteenth meeting) and *holiday plans* (fifteenth meeting). This phase was done based on the two previous phases, analyze and design phase. Organizes media according to the material design required in media development, at this stage of the process the creation of Plotagon media. After that, the media expert conducts validation to ensure the

suitability of the material about the needs of students and teachers for the Plotagon materials.

The aspect of the lecturers' interviews for Plotagon learning media consists of two indicators, namely (1) Early understanding of the teaching learning media (2) lecturer's opinions about Plotagon. In the aspect of the need for an initial understanding of this learning medium, there were three questions. Then on the aspect of the need for lecturers' opinions about the Plotagon learning media, there were two questions. For the aspect of the students' questionnaire for content or material in the Plotagon learning media consists of eight indicators, namely (1) color in the Plotagon screen display, (2) sound effects in Plotagon learning media, (3) subtitles (English language) in Plotagon learning media, (4) the suitability of the background with the learning material, (5) pronunciation or accent in Plotagon learning media, (6) animated characters in Plotagon learning media, (7) evaluation or practice in Plotagon learning media and (8) learning objectives in Plotagon learning media.

At the design stage, namely designing the product according to the analysis stage. In designing the Plotagon learning media, researchers took steps such as selection of background Plotagon, selection of animated characters and adding sound to the video. For the selection of the background, animated characters and the addition of sound to the video, what the researchers did was to choose according to the learning material.

At the development stage, which was a continuation of the design process in making Plotagon learning media. In developing the Plotagon learning media, the researchers paid attention to the visual dimensions and the dimensions of the media content. The visual dimensions of Plotagon's learning media include (1) the used of color, (2) the sound of animated characters, (3) the used of images (character animation), and (4) the layout of the animated characters. The dimensions of the content of Plotagon's learning media include several aspects, namely (1) completeness of content, (2) material needs, (3) selection of conversation examples, and (4) selection of evaluation questions.

From the results of interviews with Listening lecturers at IAIN Palangka Raya regarding Plotagon Learning Media, according to the three informants, they used learning media to teach in the Listening class. The types of learning media that have been used in the Listening class were audio and video taken from YouTube. The problem or difficulty faced by informants when using these learning media was that students were required to listen carefully and focus, which means students must focus on what the speaker was talking about. So, the problem or difficulty that lecturers face when using learning media in teaching in the Listening Class was when the lecturer has to repeat the audio so that the speaker's voice was heard more clearly.

In addition, during Covid 19, students cannot study in class and lecturers only provide teaching materials in the form of audio and video via WhatsApp. The problem or difficulty that lecturers face when using this

learning media was that students could search for the same audio that lecturers gave, so that when there was an evaluation, students can easily find answers on the internet. When teaching in the Listening class, only one informant has ever used Plotagon learning media in the Listening class and two informants had never used Plotagon learning media. For Plotagon learning media, the informants said that each learning media was made because it has its own function. So according to the informants, all learning support tools in the form of learning media could support learning activities in the Listening Class and could be useful.

The Plotagon learning media that researchers developed had several advantages, both advantages seen in terms of physical form and contents. Based on the physical form, the Plotagon learning media was packaged in the form of videos with good video quality measurements. This media was more attractive than books because the learning could be used via computer or telephone students were less likely to get bored than if students had to read the book. In addition, the media was also designed in an attractive manner with a blend illustration of pictures, colors, and writing that could attract students' interest, so that students were happy when studying in the Intensive Listening Class. Based on the content, the Plotagon learning media has advantages which contains material in the form of conversation examples and evaluation questions. Material and questions presented tailored to the needs of students for the Plotagon learning media. Besides being able to be used by individual students, this media could also be used classically in classroom

learning. In addition, display and packaging different media to existing books could be motivating students to learn Intensive Listening without having to rely on the teacher.

Besides having advantages, this media also has disadvantages, Plotagon users need creativity and adequate skills to design animation that could be used effectively as a learning media. Teachers as communicators and facilitators must have the ability to understand their students, not spoil them with a variety of learning animations that were clear enough without any effort to learn from them or presenting too much information in one frame tends to be difficult for students to digest. Another disadvantage contained in this media was that not all Intensive Listening material could be presented through this media on the grounds that researchers had limited time in making Plotagon learning media.

All in all, the findings were in line with some previous studies related to this issue. One of the studies was Solichin (2020) the research about development of learning media dubbing animated videos on the English lessons speaking aspects. The results of the development indicate that the learning media was needed and declared feasible to use based on the feasibility test according to media experts with a total percentage of 87.50% and material experts with a percentage of 90.00%. This study also had the same results, namely the results of this development indicate that the learning media was needed and declared feasible to use based on a feasibility test according to media experts with a total percentage of 94% and material experts with a percentage of

96%. The difference was in previous studies developing learning media in the speaking class, while in this study developing learning media in the listening class.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The data findings and discussion were summed up. The researcher also tried to give some suggestion for the English Lecturers and further researcher.

A. Conclusion

Based on the results of study and development of Plotagon based on Intensive Listening materials for second-semester students of IAIN Palangka Raya, it could be concluded that this study has gone through three stages of development, namely analysis, design and development. With the validation of media experts to get the score Obtained was 47 with a maximum score of 50, so the percentage of validity was 94% into the "Very High Worthy" category and validation of materials experts to get the score obtained was 48 with a maximum score of 50 then the percentage of validity was 96% into the "Very High Worthy" category. So, it could be concluded that the quality of the feasibility of developing Plotagon based Intensive Listening materials for second-semester students of IAIN Palangka Raya was in the "Very High Worthy" category and declared feasible without any revision.

B. Suggestion

Based on the research findings, the following suggestion are recommended, those are:

1. Lecturer

Based on the results of this study, most of the students support the use of video as a learning media in Listening course. Suggestions for the lecturer, the lecturer can provide additional videos with more creative and innovative topics or directions, such as choosing a trending topic while staying focused on the English curriculum so that students are more interested in learning the Listening course.

2. Students

Based on the results of this study, students can use the Plotagon learning media as an interesting and effective learning resource for students correct their listening errors. Students should also improve their listening skills to give their best performance.

3. Researcher

The results of this study are expected to be taken into account by next researchers who wishes to conduct research on the development of learning media. Regarding the results in this study, future researchers might investigate teachers' and students' opinions of using animated videos as learning media in listening class. English videos to improve students' listening skills. Hopefully, the results of this study can be an inspiration and resource for future researchers.

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