

LEARNING QUANTIFIER MATERIALS WITH PLOTAGON STORY AND KINEMASTER APPLICATIONS

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Abstract:

Learning is an important element to involve students as active learners. Learning is related to the science and technology development curriculum. Teaching contains two elements, namely teaching methods and teaching media. These two aspects are interrelated. The choice of one particular teaching method will affect the type of appropriate teaching media. This study aims to describe the use of the kinemaster application and plotagon story. This greatly affects the student learning process. By learning quantifier material with the kinemaster and plotagon story applications, it makes it easier for students to learn and increases students' interest in learning the material to be studied and makes the learning process more interesting for students. The method used in this research uses qualitative research. The data collection method is by using a questionnaire to obtain validation and responses to the questionnaire product. Where 94% feel they understand the quantifier material learning video with the kinemaster application and plotagon story. 92% find the video interesting to watch. 82% of them the video can help learn quantifier material. 74% of them do not feel bored with learning videos using kinemaster and plotagon story.

Keywords:

Quantifier Material,
KineMaster and
Plotagon Story



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INTRODUCTION

Learning is a process of learning activities which involve the roles of teachers and students. There are many English learning materials, one of which is a quantifier. Quantifier is an important thing that is quite complicated to learn because there are various quantifiers in English. A quantifier is a word or phrase that is used before a noun to indicate an amount or quantity. Quantifiers can be used with countable and uncountable nouns. There are several quantifiers used to express large quantities (a lot, much, many), small quantities (a little, a bit, a few) and undefined quantities (some, any). There are also quantifiers that express enough (enough, plenty).

Learning is a process of communication between learners, teachers, and teaching materials. If the media carries messages or information for instructional purposes or

contains teaching purposes, then the media is called teaching media. In a broader sense, learning media are tools, methods, and techniques used in order to make communication and interaction between teachers and students more effective in the learning process in the classroom (Oemar Hamalik., 2004).

In addition to teacher involvement, learning is also related to the science and technology development curriculum. During this pandemic we cannot learn directly, the use of technology is very influential in the learning process and message delivery. See from the boredom of the students doing distance learning with theoretical explanations through books or e-books. Seeing these conditions, researchers tried to find alternative solutions for educators to learn in an interesting way and make students more active in their learning. The researcher choose plotagon story and kinemaster based learning media because they are more interesting in their application in distance learning.

Teaching contains two important elements, namely teaching methods and teaching media. These two aspects are interrelated. The choice of one particular teaching method will affect the type of appropriate teaching media, although there are still various other aspects that must be considered in choosing the media, including teaching objectives, types of tasks and responses that students are expected to master after teaching takes place. Nevertheless, it can be said that one of the main functions of teaching media is as a teaching support that also influences the climate, conditions, and environment created by the teacher (Djamarah, 2002).

Media in the perspective of education is a very strategic instrument in determining the success of the teaching and learning process. Because it existence can directly provide its own dynamics for students. According to the Big Indonesian Dictionary, media is a means of communication, intermediary, or liaison. If it is also seen from the origin of the word, 'Medius' (Latin) which means 'middle', it can be concluded that the media refers to a means/tool used to present information. The plotagon story and kinemaster applications themselves are free on the Play Store or App Store, but to get unique characters, without watermarks, and different scenes, costs are still affordable.

Media are all forms of physical tools that can present messages and stimulate students to learn (Briggs, 1970 in Sadiman, 2008).

According Kumala Dewi (2018) learning media is a vehicle for distributing or learning messages. Learning media can be distinguished according to their ability to generate stimulation to the senses of sight, hearing, touch, smell and taste, so that in general the characteristics of learning media are that they can be touched, heard and observed by the five senses (Supardi et al., 2015).

In learning activities it is often found that students act as communicants or as recipients of messages, but today's modern learning system may allow students to become communicators or messengers. In this condition, it is often referred to as learning two-way traffic (two-way traffic communication) and it can even make learning into many directions (multi-way traffic communication). In the form of learning communication, it is also very necessary to have media to increase the level of achievement of student learning goals or competencies. This means that learning that is included with the media

will create two- way or many-way communication through the media used. Before we discuss further about media, the researcher will explain the meaning of media. The word "media" comes from the Latin word "medium" which literally means an introduction or intermediary.

The Association for Education and Communication Technology (AECT) gives the term that media are all forms used for a process of distributing information. Meanwhile, the National Education Association (NEA) defines objects that can be manipulated, seen, heard, read or discussed along with instruments that are used properly in teaching and learning activities, which can affect the effectiveness of instructional programs.

While in other terms the media as "the term refers to anything that carries information between a source and a receiver". Media is also a supporting factor in achieving the objectives of learning activities. Something that can provide stimulation, attract attention to students' feelings and thoughts during the learning process is called learning media (Imamah, 2012). It should be noted that learning is also a form of communication process. In other words, learning to use media occurs if there is a communication process between the recipient of the message (P), the source (S), and through the media (M). However, it is said to be a form of communication if there is feedback between the recipient of the message and the sender of the message. Based on this explanation, it can be said that the media is a channeling facility or giving messages and learning information.

Teaching materials are a set of scientific materials consisting of facts, concepts, principle's, generalizations of knowledge that are sourced from the curriculum and can support the achievement of teaching objectives. Teaching methodology is the methods and techniques used by teachers in interacting with students so that teaching materials reach students, so that students know the purpose of teaching (Prasetya, 2012).

Messages or information that delivered through the media in the form of content or teaching materials that must be able to receive by the recipient of the message by using one of several combinations of tools their senses (Sadiman, 2008).

Plotagon story's animated video media is the right solution for a number of teachers to be able to foster student interest in learning. The plotagon story application can be used with cellphones that are in accordance with current technological developments, in the plotagon story application there is the creation of animated videos along with subtitles, making it easier for teachers and students to present learning and make it easier for students to write. The purpose of making animation is to find out how to make good and correct animations using the plotagon story application, in animation there are several dialogues about everyday life. In making this animation, narration and dialogue are used to fill the conversation in each of the scenes in the scene, in addition to the scenes, voice input can be given to provide an explanation of the animation that we made and provide back sound for each scene in the scene.



Picture 1 Plotagon story application display on android



Picture 2 The edit view of plotagon story application

Kinemaster is a full-featured and professional video editing app for IOS and Android devices. Kinemaster is a Smartphone that software specifically used for video editing purposes. This software was developed by next streaming. This software was first released in 2013 to be exact on December 26, 2013. It supports multiple layers of video, audio, image, text, and effects equipped with various tools that allow teachers to create high-quality videos. The subject matter is designed as attractive as possible, can display videos, as well as animated images related to the subject matter so that students focus more on what is conveyed by the teacher. In addition, kinemaster videos can be directly shared to social media platforms such as YouTube, WhatsApp, Facebook, Google+, and many more. This makes it easy, especially for teachers, to publish their videos and reach students. The learning process will be more fun so that it affects the increase in student interest in learning.



Picture 3 Kinemaster application display on android



Picture 4 The edit view of kinemaster application

METHOD

This research uses data qualitative research method. Qualitative research method that can be used by researchers to collect data and tend to use analysis. How to refer to something that is abstract, but can be realized in visible objects, but can only be demonstrated by its use. Namely by using a questionnaire to obtain validation and responses to the product. The questionnaire or list of questions is a set of questions that are logically related to the research problem, and each question is an answer that has meaning in testing the hypothesis. The list of questions is quite detailed and complete. Kriyantono & Bungin (2006) stated that, "Qualitative research aims to explain phenomena in depth through in-depth data collection". Qualitative research emphasizes the depth of data obtained by researchers, the deeper and more detailed the data obtained, the better the quality of this qualitative research.

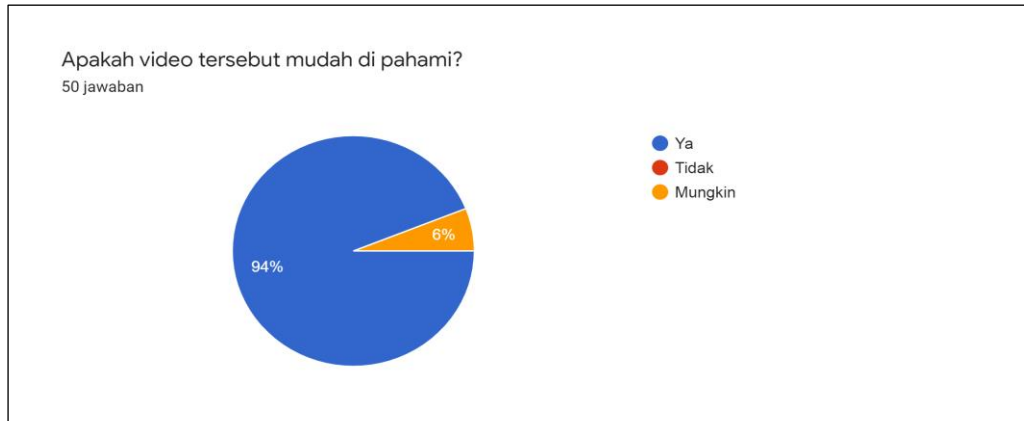


Picture 5 A video that researchers use as a reference

Thus the questionnaire is a list of questions prepared by the researcher where each question relates to the research problem. The questionnaire was finally given to the respondent to be asked for an answer.

RESULTS AND DISCUSSION

The purpose of this study was to find out what the audience felt after watching the quantifier learning video using the plotagon story and kinemaster applications. The research has been carried out using qualitative methods and is included in the form of a diagram.



Picture 6 first diagram

The first diagram shows that 94% feel they understand the quantifier material learning video with the plotagon story and kinemaster applications. And 6% percent of them feel they may understand the quantifier material learning video with the plotagon story and kinemaster applications.



Picture 7 second diagram

The second diagram shows 92% find the video interesting to watch. And 8% percent of them feel maybe the quantifier material learning videos with the plotagon story and kinemaster applications are interesting to watch.

The third diagram shows that 82% of them can help them learn quantifier material, and 18% of them may have videos with plotagon story and kinemaster applications to help them learn quantifier material.

The fourth diagram shows that 74% of them do not feel bored with learning videos using kinemaster and plotagon story, 12% of them may feel bored watching learning videos

using kinemaster and plotagon story, 14% of them feel bored watching learning videos using kinemaster and plotagon story.

The assessment was given by respondents to the quantifier video for the kinemaster and plotagon story applications stated that 58% of them gave a score of 90% - 100% felt the video was useful for them. 38% of them gave 70%-80% and the remaining 30% - 40% percent and 10% - 20%.

The results showed that 50 respondents who had been surveyed stated that the use of plotagon story and kinemaster application media could increase interest in learning English in quantifier material. This proves that the hypothesis proposed in the study on average gives a good response in understanding quantifier material learning videos with plotagon story and kinemaster applications, increased interest in learning.

Where 94% of respondents stated that the video was easy to understand and 6% stated that learning videos using plotagon story and kinemaster applications were easy to understand. The second diagram shows 92% find the video interesting to watch. And 8% percent of them feel that the quantifier material learning videos with plotagon story and kinemaster applications are interesting to watch. The third diagram shows that 82% of them can help them learn quantifier material, and 18% of them may have videos with plotagon story and kinemaster applications to help them learn quantifier material. The fourth diagram shows that 74% of them do not feel bored with learning videos using kinemaster and plotagon story, 12% of them may feel bored watching learning videos using kinemaster and plotagon story, 14% of them feel bored watching learning videos using kinemaster and plotagon story.

An increase in interest in learning can be seen in the diagram above that learning using plotagon story and kinemaster media has proven to have a good impact on the respondents. And based on the results of this study, the action of this research has answered that the use of plotagon story and kinemaster learning media can increase interest in learning. Finally, with the achievement of the research objectives and the proven action hypothesis, this research is declared successful.

CONCLUSION

Based on the article and the author's research, it can be concluded that Learning Quantifier Materials with Plotagon Story and Kinemaster Applications makes it easier for students to learn and increases students' interest in learning the material to be studied. The utility of plotagon story and kinemaster applications makes the learning process more interesting for students. From this researcher, hopefully the educators will be more creative in carrying out the learning a process for students so that students do not feel bored with the material provided by educators.

This journal has described intensively about the utility Plotagon story and Kinemaster, afterwards, there is needs regular monitoring to deficiencies about studying and maintenance how effectively the apps for the student.

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