

Using the "Plotagon Story" Application to Improve Listening Skills at STAI At-Tanwir Bojonegoro

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Abstract Teaching the Arabic language in the twenty-first century is diverse, because there are methods learned to develop educational materials in teaching the Arabic language. When I saw the researcher at the Islamic University of Tanweer, she found information that the students' results were not excellent in the Arabic language skills, especially in teaching the listening skill, because the skill Listening is one of the standards in teaching the Arabic language. The reason for this is because the teacher only uses anecdotal anecdote without benefiting from the development of existing digital educational methods. Students feel bored and exhausted in learning the Arabic language, especially in the listening skill. The researcher developed and applied the digital learning tool "Plotagon Story" to improve the listening skill. This research is conducted using a quantitative approach. The objectives of this research are: 1) To find out the application of the digital educational method "Plotagon Story" to improve the listening skill at the level of university students, 2) To know the effectiveness of the digital educational method "Plotagon Story" to improve the listening skill at the level of university students. The digital educational method that the researcher used has an effectiveness in the ability of students, due to the standard of results obtained by the experimental group and the control group in the pre test and the post test. The score in the pre test is 67.75, and in the post test it is 89.5. There is effectiveness in applying the method. Digital educational "Plotagon Story".

Keywords Aplication, Plotagon Story, Listening



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INTRODUCTION

The Arabic language has evolved over time, and it is the oldest language in the world, and now it is the international language, because many countries use the Arabic language as the official language.¹ As for Indonesia, the Arabic language is not used as the official language, but in some schools, universities, and also in the Basintan, they use the Arabic language. In learning, teaching, speaking, and also in all daily programmes. So this will be an incentive for the teacher, both male and female, so that male and female students love and speak Arabic fluently and correctly with grammatical and morphological rules.

¹ Yasir Suleiman, *Arabic Language and National Identity: A Study in Ideology* (Edinburgh University Press, 2019); Masahiko Keshav, Laura Julien, and Jessica Miezal, 'The Role of Technology in Era 5.0 in the Development of Arabic Language in the World of Education.', *JILTECH: Journal International of Lingua & Technology*, 1.2 (2022); Muhammad Hasan Bakalla, *Arabic Culture: Through Its Language and Literature* (Taylor & Francis, 2023).

If we look at the Arabic language in the light of the previous land, we find that, in light of its history and the extent of its spread in non-Arab countries, it does not hold the place of a second language at all, but is viewed as a foreign language, as long as any language does not find its way to becoming a second language in any country except through colonialism. My news is that we do not expect the Arabic language to be like this, and therefore the trend now that the spread of the Arabic language is taking is the trend towards learning it as a foreign language, and then the curricula for teaching it to non-native speakers must be considered. And the methods and means of this education in light of this concept. (Muhammad Kamel Al-Naqa, 1985, 165)

The teacher or school has many different methods and methods for teaching the subject until they become happy in studying it, including using tools that help in the teaching and learning process.² Teaching the Arabic language is heavy, saturated work that sometimes makes male and female students bored, because teaching the Arabic language is work to build new circumstances and circumstances in the students' souls so that they can speak and converse in the Arabic language. Thus, types of advice, the simple act, the work of studying the Arabic language. One of the tips to be able to do a full-fledged education in learning the Arabic language is beneficial through audio, visual, and audio-visual media.) (Abdul Wahab Royidi, 2012, 1

In the era of Society 5.0, there is a society that is able to analyze problems and unite society through the means of inventions found in the Digital Age 4.0, such as technology, the Internet, big data, and so on. The increase in the quality of learning and teaching will be an important matter in increasing the quality of male and female students at the end of this era. Some people conclude that the quality of learning and education in Indonesia is poor, indicating that the large number of female school graduates and the university has not regained the trend of modern progress. Many graduates of Arabic language education are not taught well and the subjects are taught clearly in schools. From here, many conclude that learning and teaching are an important matter that can raise male and female students, because learning and teaching is the process of communication in the advancement of an individual's knowledge.

Students of University in this era have used technology in everyday factors. The use of technology for educational purposes has a positive role on student learning outcomes. It is necessary to try to introduce technology into the teaching and learning process, including the use of technology in learning the Arabic language. Using this technology is one way to engage

² Lois R Harris and Gavin T L Brown, 'Mixing Interview and Questionnaire Methods: Practical Problems in Aligning Data', *Practical Assessment, Research, and Evaluation*, 15.1 (2019), 1; Adrian Lundberg, 'Teachers' Beliefs about Multilingualism: Findings from Q Method Research', *Current Issues in Language Planning*, 20.3 (2019), 266–83.

students to enjoy learning Arabic. It is expected that the learning process using the Plotagon Story program to improve listening skills will be able to connect and increase students' attention and activity in learning the Arabic language due to the nature of the animation, which is interactive, fun and innovative. We can use it on the phone, screen, or computer.

Mulyasa said that the linguistic skills taught to professional potentials are very complex, integrating a set of teacher characteristics completely and precisely.³ More than Torney said in Meliasa, there were seven skills: questioning, providing reinforcement, holding disagreement, explaining the lesson, opening and closing lessons, guided group discussions, and classroom management. The teaching style of teachers differs from each other during the teaching process to teach the same goals.

Using digital educational means is one solution to the problems of learning and teaching the Arabic language, at school, university, and also in the Basintrain. Because the use of digital educational means facilitates the teacher and school in delivering educational materials in the Arabic language. It matches the listening skill, speaking skill, reading skill, and also the writing skill. So that the learning process is successful with high results for male and female students.

METHOD

In this research, the researcher used the quantitative research method.⁴ Quantitative research is characterized by an organized method of collecting and analyzing data to obtain a summary of the results. It uses a statistical and mathematical process to collect and analyze data. Quantitative research is related to numbers. It is applied to individuals representing the original community, and then the quantitative data is processed with statistical methods that ultimately lead to results that can be generalized to the original community within a certain range of confidence. Quantitative research generally falls within the framework of the analytical approach, which is characterized by generality and comprehensiveness, given that we can say that there is a qualitative analysis and a quantitative or comparative analysis.

Collecting data on a specific community that the researcher has designated, while the community is broader, but the researcher has specific time, power, and money, so the researcher

³ Dea Gemvita Sukma, Jumatul Hidayah, and Sarwo Edy, 'English Study Program Pre-Service Teacher Knowledge to Develop Integrated English Lesson Plan Based on K13' (A Case Study at Eight Semester Students of English Education Program in Academic Year 2018)' (IAIN CURUP, 2022).

⁴ Jacqueline Bloomfield and Murray J Fisher, 'Quantitative Research Design', *Journal of the Australasian Rehabilitation Nurses Association*, 22.2 (2019), 27–30; Haradhan Kumar Mohajan, 'Quantitative Research: A Successful Investigation in Natural and Social Sciences', *Journal of Economic Development, Environment and People*, 9.4 (2020), 50–79.

can use the sample taken from the community. When the researcher intends to generalize, he must take the representative sample, in an arbitrary manner. (Kasiram, 2010, 86)

RESULTS AND DISCUSSION

After the researcher integrated all the data in the field, the digital educational method is important in learning and teaching the Arabic language at At-Tanwir Islamic University, because the goal of learning and teaching the Arabic language is to improve the listening skill at the second level for university students. The researcher investigated the application of learning and teaching the Arabic language using the digital educational medium "Plotagon Story" in five meetings, as follows:

The First meeting

Researches beginning the pre test in the first meeting at the class, the pre test use to know how the student ability of listening skills in Arabic language.

The Second Meeting

Researches applying the application of "Plotagon Story" with the tittle " Health", the video covering from speaking about healt and the other, this is the point for the meeting:

- The researcher prepared the monitor or computer to view the video from Plotagon Story
- The researcher showed how to use video to learn the listening skill
- The researcher instructed the students to prepare writing machines and audio machines to listen to the video
- The researcher showed the video on television once to the students
- The researcher gave the paper that the students had to fill out
- The researcher listened to the video with the students three times. In addition, the students filled in the blank on the paper
- The researcher ordered some students to read the results of listening to the video
- The researcher showed the full text of the conversation in the video



Figure 1 : Video of the health

The Third Meeting

The researcher applying the application of "Plotagon Story" with the title "University", the video covering from speaking about university and the other, this is the point for the meeting:

- The researcher prepared the monitor or computer to view the video from Plotagon Story
- The researcher showed how to use video to learn the listening skill
- The researcher instructed the students to prepare writing machines and audio machines to listen to the video
- The researcher showed the video on television once to the students
- The researcher gave the paper that the students had to fill out
- The researcher listened to the video with the students three times. In addition, the students filled in the blank on the paper
- The researcher ordered some students to read the results of listening to the video
- The researcher showed the full text of the conversation in the video



Figure 2: Video of the university

The Fourth Meeting

The researches applying the application of "Plotagon Story" with the title "Breakfast", the video covering from speaking about university and the other, this is the point for the meeting:

- The researcher prepared the monitor or computer to view the video from Plotagon Story
- The researcher showed how to use video to learn the listening skill
- The researcher instructed the students to prepare writing machines and audio machines to listen to the video
- The researcher showed the video on television once to the students
- The researcher gave the paper that the students had to fill out
- The researcher listened to the video with the students three times. In addition, the students filled in the blank on the paper
- The researcher ordered some students to read the results of listening to the video
- The researcher showed the full text of the conversation in the video



Picture 3: Video of the breakfast

The Fifth Meeting

The researcher applying the post test to know are there many improvement after use the Plotagon Story for the listening skills of Arabic language, there are 12 students following this class.

The Effective Using the "Plotagon Story" Application to Improve Listening Skills at STAI At-Tanwir Bojonegoro

No	X	Y
1	60	80
2	70	88
3	60	90
4	62	83
5	64	93
6	70	87
7	68	80
8	70	90
9	72	92
10	70	90
11	70	88
12	67	90
Jumlah	813	1061

To find out the result, the used the code

modified researcher as follows:

- Average score on the pre-test: $\text{Total score} \times 100\% = 813 \times 100\% = 67.75\%$

Student group 12

- Average score on the posttest: $\text{Total score} \times 100\% = 1061 \times 100\% = 88.41\%$

Student group 12

From the result of the previous equation, the standard criterion used in this research, we know that

the students' ability in the Arabic language in the pre-test is at an "acceptable" level because their average result is 67.75%. Then, from the result of the equation from the post-test, we know that the students' ability in the Arabic language is at a "very good" level because their average result is 88.41%. From the pre-test and post-test results, there is effectiveness in applying the digital educational tool "Plotagon Story" to improve the listening skill at the level of students at At-Tanwir Islamic University.

CONCLUSION

Application of the digital educational tool "Plotagon Story" to improve listening skills at the level of students at At-Tanwir Islamic University. "Plotagon Story" consists of 4 topics from the video, such as health, breakfast, university, and so on. It contains vocabulary and conversation. Applying the digital educational tool "Plotagon Story" to improve the listening skill at the level of students at At-Tanwir Islamic University is effective in improving the listening skill at the level of "very good" because their average result is 88.41%.

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