

**THE USE OF PLOTAGON TO ENHANCE VOCABULARY ACQUISITION  
FOR SECONDARY SCHOOL STUDENTS**

**THESIS**

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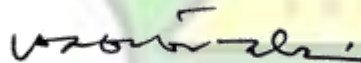
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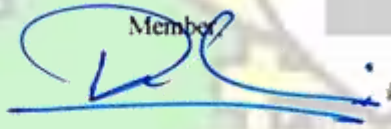
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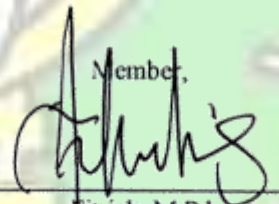
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### **The Use of Plotagon® to Enhance Vocabulary Acquisition in Secondary School Students**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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## ABSTRACT

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The title of this thesis is “The Use of Plotagon to Enhance Vocabulary Acquisition in Secondary School Students’ to the second grade students of Islamic Secondary School Keutapang Dua Aceh Besar”. The aims of this study were to find out the improvement of students ability on vocabulary after teaching by using Plotagon application, and to describe student’s perception of teaching vocabulary by using Plotagon application. This study was an experimental research. It was conducted in Islamic Secondary School Keutapang Dua Aceh Besar. 30 students; 16 male and 14 female were involved in this study. To collect important information, observation and questionnaire were employed. The findings showed that the use of Plotagon promoted students’ motivation to learn new vocabularies to create stories. Consequently, students created their own story by working in group. This helped students increased their vocabulary and, improved their language skills. Finally, it showed that Plotagon® is a pedagogical tool that promotes students’ in a meaningful and amusing way.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Indonesian students learn English as a foreign language subject at school. They have faced a lot of problems during the process. One of the most common obstacles is that the students have limited vocabulary, students are less confident in speaking English, felt bored and less motivated in learning. During this time vocabulary taught in school by asking students to memorize it every day without the development of the practice of applying English vocabulary that can at least help the student in understanding language functions in more depth. However, vocabulary is the main thing in English that have to be mastered. It means students have to understand the vocabulary to get the best result in learning English. Therefore, students can easily communicate as intended by the interlocutor.

According to Lessard (2013), Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others nor express their own ideas. Vocabulary is one of many essential language components for studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking, reading, listening and writing. In other words, the first to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school.

They must master English vocabulary and its grammatical rules to communicate with other people.

With the development of technology, the teacher as an educator must be smart in using technology to be applied in-class activity. Therefore the teachers must be smart in utilizing technology in pedagogical needs, it can be more interesting and can motivate students to learn English to receive the material of a subject. According to Cathy (2019), technology is important to all aspects of our lives, so helping students develop an accurate understanding of technology should be an educational goal at the K-12 level. Through the use of technology during the teaching and learning process, it hopes that the class activity can be more encouraged and have active participation in the classroom which can improve students' knowledge retention, especially for their English skills.

Coupled with a fun learning method such as using a certain application in the process of learning to teach, making students more interested and not bored as used in this research is Plotagon application. As we know words are not merely a collection of words that we memorize and know the meaning but also the learning process in arranging those words. Plotagon® present to help them in crafting vocabulary into interesting stories, which will have an impact on their ability to communicate using English better. Plotagon® itself is a very intuitive content creation software that can be used in education due to its text-based movie creation interface, as a storytelling tool for creating short or longer films.

In Indonesia, a lot of schools have applied to a modern education system. Some schools even have good internet access and provide a computer room to help their students and teachers for the learning process. It is proven because the students feel more interested and have the motivation to receive the material. According to Liter (2015), as cited in Coskun (2017), technology provides different learning experiences and positively impacts its learning processes.

Nowadays, there are many platforms or applications designed to be used in classroom activities. Usually, each application has different goals and benefits. As cited in Sevy-Biloon and Chroman (2019), Iino and Yabuta (2015), found if through international video chats, the students not only improved their knowledge of English, but also gained social skills.

To support this research, the writer also has read some related references and research undertaken. One of them is the research by Derly Yuleith Guzman Gamezl (2018), entitled “The Use of Plotagon to Enhance the English Writing Skill in Secondary School Students”. Her research aimed at implementing Plotagon to enhance English writing skills. The findings showed that the use of Plotagon® promoted students’ motivation to write through an interactive and attractive interphase to create digital stories. Consequently, students created their own digital story working in pairs and as a result increased their vocabulary, improved their English writing skills and other language skills. And the result showed that Plotagon® is a pedagogical tool that promotes students’ English writing in a fun and meaningful way. From previous

research above, the researcher learned that Plotagon had been successful to increase students' language skills. It means this research has enriched the theory about Plotagon® as good media that can enhance the students' understanding, especially in vocabulary.

This research focuses on the Junior high school of Islamic Secondary School Keutapang Dua. Based on the observation that was conducted, the researcher found the students have difficulties and some problems in learning English. The problems are the students are less confident in speaking English, felt difficult in remembering vocabulary, and felt bored and less motivated in learning because the English teachers only explained the materials and then just gave exercises in written form. There was no variation or other teaching media used by the teachers. The English teacher only uses the textbook and blackboard as teaching media. To solve those problems, the teacher needs to provide some media or methods in the teaching and learning process that have a very important role. Therefore, the aims of this study is to describe the students' vocabulary acquisition in using Plotagon® in learning English. This project intends to enhance students' vocabulary mastery at a public school in Islamic Secondary School Keutapang Dua.



## **B. Research Questions**

Based on the background that described above, then the research question in this study is to what extent does the use of Plotagon to enhance the English vocabulary acquisition in secondary school students?

## **C. Aims of study**

The aims of study is an indication of what direction the research was conducted or what data and information to be achieved from the research. Based on the background and research question above, then the aim of this study is to find out to what extent does the use of Plotagon to enhance the vocabulary acquisition.

## **D. Significance of Study**

This study contributes positively for students, English teacher, and the institution of English department Fakultas Tarbiyah dan Keguruan. The writer expects that the results of this study would give benefit to English students and English teacher in applying Plotagon® application to facilitate vocabulary learning. For the institution of English department, it is supposed to be a benefit in improving the quality of education.



## **E. Terminology**

### ***1. Plotagon***

Plotagon® is an application that allows users to create instant animated videos with many customization options for building characters and scenes. Plotagon also allows users to compose dialogs to be read by machine (text-to-speech technology) as well as fully custom voice over using a microphone attached to the computer or smartphones. Students can create characters and write scripts, as well as give their characters' emotions and actions added with background music and various sound effects. Whether presenting reports, practicing vocabulary words or debating hot topics, students become more engaged when they see their ideas come to life in a forms of an animated video.

### ***2. Vocabulary Acquisition***

Vocabulary Acquisition is part of language acquisition that aimed by most of language learners. Laufer (2003), define vocabulary acquisition is an essential part of first and second language learning. Vocabulary acquisition is the process of learning new words. Laufer defined that learners gain the new words without the intent but as a by product of listening or reading.

## **CHAPTER II**

### **LITERATURE REVIEW**

In conducting a research, in this chapter the researcher will explain about Plotagon application as tool in teaching vocabulary. Some opinions, concept or the term of researcher applied for their research, from experts about vocabulary acquisition, types of vocabulary, problem of vocabulary, vocabulary acquisition strategies, teaching vocabulary and digital story.

#### **A. Vocabulary**

##### ***1. Definition of Vocabulary***

One of the most important to learning language is students have to master in vocabulary, because vocabulary is the most important component in language learning. Becker (1997), emphasizes the importance of developing vocabulary, it connecting how much vocabulary is mastered by students with academic material for language learning. He stated that the lack of understanding of vocabulary was the main cause of academic failure experienced by students. While Khairil and Irhami (2013), summed up “without sufficient vocabulary, even though a student learns grammar well, the communication cannot be facilitated”. Therefore, with vocabulary, the speaker can convey ideas and express their feelings well. Especially for junior students, who will get on the next level, they must understand vocabulary with a more solid pattern than before. Because the upper level class focus on reading text with various learning

materials, using vocabulary with different patterns. It is undeniable that one of the efforts to improve understanding of vocabulary with difficult patterns by reading. According to Gai (2003), the best way to improve vocabulary for students is reading. This statement also strengthened by Elfrieda and Michael (2005), with reading, the primary engine that drives vocabulary growth for older and more able readers. On Elley (1991), research it called "book flood". This experiment was carried out for 36 months. Participants aged between six and twelve, were asked to read a number of books that were required to be read at their school. After two years, participants' oral expressions, reading comprehension, and writing abilities and vocabulary levels increased.

Vocabulary is the first step to find out and overcome the problem of learning material with more complicated patterns. For this reason, students must understand the vocabulary patterns well. Coxhead (2006), said that mastery of vocabulary was very important. There are two reasons why Coxhead believes that mastery of vocabulary is important. First the teachers and students must understand that the time is very valuable related to their language needs. Learners must read material that contains ideas in a subject area and rewrite ideas in that language. Second, Coxhead said that comparing and using this special purpose vocabulary shows that these learners belong to a particular group.

As well known that the definition of vocabulary in a language is very clear and very important position to be known, because vocabulary related to four aspects of

English skill. There are speaking, reading, writing and listening. In general, vocabulary is initial knowledge of the meaning of a word.

## ***2. Types of Vocabulary***

According to Judy (2007), there are four types of vocabulary. The first is listening vocabulary, second is speaking vocabulary, third is reading vocabulary and fourth is writing vocabulary. The most important of the four types of vocabulary is listening and speaking vocabulary, because children at the beginning of their growth hear around them and try to answer for what they have heard. Then over time they learn new things that require them to read and write to increase their understanding of vocabulary which is more complicated. Students make it a habit to listen and express their ideas verbally before they read and write. Then spoken language forms an idea for written language. Each type of vocabulary has a different purpose but still supports the development of good vocabulary.

### **a. Listening Vocabulary**

This type of vocabulary is the initial type of vocabulary of a human being to understand language. Starting with a fetus that can detect sounds, it will further improve when it has become a baby who can detect more words. Then learn continuously during the stages of development into an adult human. Listening vocabulary is also categorized into receptive vocabulary which is defined as the type of vocabulary that humans understand when listening.

### b. Speaking Vocabulary

This type of vocabulary is a vocabulary that comes from what we say. When speaking, the message that we want to convey to the listener can be easily realized immediately. This type is also associated with productive vocabulary where speaking is a basic skill that naturally utilizes productive vocabulary. According to Uchihara and Saito (2016) in their study of the relationship of vocabulary and oral skills, found that productive vocabulary scores were significantly correlated with fluency L2, but not with completeness and accent. This means L2 speakers with sophisticated productive vocabulary are more likely to speak spontaneously with fewer pauses and repetitions, and at a faster tempo.

### c. Reading Vocabulary

This type of vocabulary is what we understand from reading a text. By reading, we can enrich vocabulary. It can't be denied just by reading, understanding will increase more dramatically. According to Suzanne and Rebecca (2018), reading is a life skill that facilitates learning and provides enjoyment. Reading vocabulary is also related to receptive vocabulary which is defined as a type of vocabulary that humans can understand when reading.



#### d. Writing Vocabulary

This type of vocabulary is a vocabulary that represents the feelings of the writer through oral then makes a writing that can be enjoyed by readers. This type of vocabulary is formed from events, thoughts or emotions, whether real or not. Writing vocabulary is also categorized into active vocabulary which is defined as type of words a person uses automatically when writing and speaking without stopping. This active vocabulary is the opposite of passive vocabulary where passive words are not easy to understand, then they are rarely used for writing and speaking.

### ***3. Vocabulary Learning Strategies***

Diater (2013), revealed that in teaching foreign languages, students have to recognize the structure and importance of countless foreign language words. They have to set them in their memory and review them, and to know how to use them properly in a variety of settings and circumstances. These strategies are learning resources for learners that can be use individually to gain knowledge and make them responsible for their own learning (Nation, 2001). According to nation (2001), regarding vocabulary learning, the first vocabulary learning strategy is planning. Vocabulary learning, which is choosing words. Learners must know what they have, vocabulary goals, choose what vocabulary to focus on in terms of what they need. Then the destination chosen. What is more, students must have a clear strategy for deciding what a vocabulary to focus on



and where to find vocabulary. When learning vocabulary, student should choose certain aspects of a word to focus on and using various strategies that make the learning process more efficient. As has been agreed by Ahmed and Lawson that students can be categorized based on their learning strategies.

The second strategy according to Nation for vocabulary learning is the source. In order to overcome new vocabulary when it occurs and learn foreign vocabulary, students must be able to obtain information on words. Analysing words is an important and useful strategies, because familiarizing yourself with the trunk and the prefix can provide benefits to see the relationship between related words, examine the conjecture of context, strengthen the form and relationship of meaning, and in some cases process word meanings.

The third vocabulary learning strategy is a process, which can build students' vocabulary knowledge. This strategy involves how to remember vocabulary and make it usable. Observing commonly used as a way to remember vocabulary, and this can be a very good first step for deeper word processing.

The other research on vocabulary learning reveals that vocabulary can learned in three ways. They are indirect vocabulary learning, direct vocabulary learning, and communication, the first step. Indirect vocabulary learning refers to the indirect way, which is children learn the meaning of most words through oral and written language. There are some of the ways children can learn indirectly. The first is engaging students in daily conversations, the second is reading aloud daily to students, and the last is

providing time and opportunities for students to read on their own (Cristina, 2010). Direct vocabulary learning instruction is very important way because it helps students learn difficult words that can guide students to a better comprehension of the reading and vocabulary language. There are some guidelines that can help with direct vocabulary learning instruction. The first is teaching specific vocabulary words before the reading. The second is using the vocabulary taught in different contexts and repeating vocabulary exposure. The third way that vocabulary can learned is communication, the first step. It happen when students of non-English speaking families come to schools, one of the most important goals is to create some type of communication with the student. The goal is not to make a dull stimulus-response activity to provoke symbolic communication, but to empower the student through communication. There are some tips to start vocabulary learning to all ages:

- Provide a list of picture, words in the language of a student who likes and dislikes things of books, trips, games or activities
- Provide opportunities for the students to have access to some of these items, books, photographs or games in the classroom
- Provide opportunities for students to share their interest with their classmates
- Create vocabulary skills programming activities
- Choose initial vocabulary concepts students by concentrating first on concepts students need to use more regular of concepts that appeal to students with a

social and educational background. Concepts that are pleasurable and can be learned by music, acting and sharing.

#### ***4. Teaching Vocabulary***

According to Alqahtani (2015), teaching vocabulary is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words, even communication between human beings is based on words. He states that teaching vocabulary can be an obstacle because many teachers are less confident and understand about the best teaching in teaching vocabulary.

Recent researcher also mention that teaching vocabulary is regarded as one of the most discussed in teaching English as a foreign language. During the teaching and learning process progresses, the problem would appear to the teacher. They have a problem about how to teach students to obtain satisfactory results. Teachers should be concerned that teaching vocabulary is something new and different from the students' native language. They should also take into account that teaching English for young learners is different from adults. Teachers should prepare and find the right techniques, which will be implemented to students. A good teacher should prepare himself with various and up-to-date techniques. Teachers should be creative and able to master the material to be understood by students, and keep them interested.

However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it

needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners, Takač and Singleton (2008), as cited in Alqahtani (2015). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible.

### ***5. Approaches in Teaching English Vocabularies***

One of the teachers' concern about teaching English vocabulary is how to teach it in a way that learners can properly understand and use vocabulary. The methods and approaches used by teachers will determine how learners learn vocabulary. According to Astika (2015), effective competence in English cannot be obtained without sufficient knowledge of vocabulary. Discussion on English vocabulary teaching techniques have appeared in many publications. However, a widely accepted view about the best way to teach vocabulary has not been reached. For the last decade, there have been two options for teaching English vocabulary; explicit instruction and incidental learning. Explicit instruction, among others, include discussion new words that learners need to know, splitting the words into their parts such as teaching word formation, deliberate introduction of new words, and building fluency of new words. Incidental learning refers to acquiring new words through listening, reading, speaking, or writing practice.

According to Nation (2002), English vocabulary should be taught systematically because the focus of teaching is essential for learning to take place. Hunt and Beglar (2002), suggest that vocabulary should be taught in a way that combines both explicit and incidental learning and the strategies for learning vocabulary should be introduced to learners. However many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method.

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. According to Harmer (1993), knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know it. First is meaning. It relate the word to an appropriate object or context. Second is usage, knowledge of its collocations, metaphors and idioms, as well as style and register, to be aware of any connotations and associations the word might have. Third is word formation. Word formation is ability to spell and pronounce the word correctly, to know any derivations. Last is grammar. It is to use it in the appropriate grammatical form how words are remembered.



## **B. Plotagon Application**

### ***1. Plotagon***

Plotagon® is a website that provides students with a tool to create animated movies. Students can create characters and write scripts, as well as give their characters emotions and actions. When creating a character, students can customize the head shape, hair, facial hair, eyes, and clothes and choose whether or not to give the character glasses. When writing a script (called "creating a new plot"), students start by adding a scene, they can write dialogue and choose from a long list of actions for each character. Characters can also perform actions on another character. Students can choose to keep the character's voice as it is or record their own voice. Music and sound effects are available too. This application was established in 2013 by Filip Grufman.

### ***2. Teaching Vocabulary using Plotagon***

As we know that Plotagon® is produces an animated movie from text dialogues. The characters that we choose will play like animations in a cartoon movie but their voices are obviously computer generated, also they do respond to the actions we select for them, and they speak the lines we write.

The application is very simple to master, with little help from the teacher, the student can use it by themselves, and they choose a scene and add the actors, action, movement, soundtracks and dialogue in sequence. The dialogue based on what we learnt in the previous subject, vocabulary learning. They can add vocabulary that they



know based on the story they made. After that the teacher can preview the movie as they create it. Also by using this application in the classroom, students can use it to write other short scripts which then can be made as short movies in other subject. It could be used for creative writing for examples, or for creative ways of adding to presentations. Teachers of course also can use it to add content to their presentations

This application is very helpful for the teachers in the learning process so that the material delivered can be easily accepted, considering that the current students are very agile and clever in using the media and this is great to apply to subsequent learning, so learning becomes fun and not boring.

### ***3. Plotagon as a Potential Tool for Language Learning***

With Plotagon students can create animated movies, make characters, and write plots about any subject. The application provides plenty of ideas. Students also can create a scene with two characters debating a topic. Teachers can have students work collaboratively in their movies. for example in a group, one student can write the script while another can work on the animations, and then the student can export their movie into an MP4 file to submit it to the teacher. This is the best application that gives students the opportunities to work on their creativity skills.

In this case, the teacher also has to remind the student to choose an action for each character, however. Some actions may not appropriate for a class project, such as kissing and stroking. Also students can record their own voices if they feel a computer

voice is too stiff. Then the best part of Plotagon is how much we can customize the character that already provided. The program also comes with some influential people in the world that already created as Mahatma Gandhi, Isaac Newton, Albert Einstein and etcetera. So for those who want to make an historical story by using these characters, it is good to applied.

#### ***4. The advantages and disadvantages of using Plotagon***

There are so many advantages of Plotagon, because it is a reliable, helpful and useful application. Plotagon has wide variety of options to customize characters and practice vocabulary while creating a movie. It also a fun way to learn language comprehensively. However, there are some weaknesses, such as computer voices can be stilted, and it cannot be accessed offline. Thus, Internet access is a crucial point to run the application.



### **CHAPTER III**

### **METHODOLOGY**

This chapter presents a description of the research method used in this study. It includes research design, population, and sample, instruments of the study, the procedure of Collecting Data and the technique of Collecting Data.

#### **A. Research Design**

This research applies a mixed method. This method is focused on combining quantitative methods and qualitative methods. It is used because the researcher wants to better understand, explain, or build the result of research from another approach (Creswell, 2009, p. 205-206). The quantitative data were gained from distributing the questionnaire while qualitative data were gained by performing observation checklist. According to Denzin and Lincoln (1994, p.2) that “qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter”. It is meant that qualitative research studies in a natural setting, attempts to make sense, or interprets the phenomena in terms of the meaning.

The quantitative methods provide an overview of an object through certain analytical techniques. The quantitative method uses more analytical techniques. It must be carried out according to reality, but the results of research depend on the process of data analysis. Kowalczyk (2016 as cited in Vincent, 2016), define quantitative research methods are those methods in which numbers are used to explain findings.

## **B. Population and Sample**

Gavin (2008), defines population as an aggregate of things. While Porte (2010), describes that population consistency of an entire set of objects, observation or score that has something in common. It is the entire group which the researcher wishes to describe or draw a conclusion about. It is important that the investigator carefully and completely defines the population before collecting the sample. The population in this classroom action research were Islamic secondary school students in Keutapang Dua in the academic year 2019/2020 with a total of 30 students consisting of 16 male students and 14 female students.

A sample is taken by drawing units one after another from the population (Gupta & Kabe, 2011). The sample is part of the number and characteristics possessed by the population. The sample selection technique used in this study is non probability sampling. According to Yeri (2017), non-probability sampling is a sampling technique that does not provide the same opportunity or opportunity for each element or member of the population to be selected as a sample or often referred to as a non-random sampling technique. The type of non probability sampling that researchers use is purposive sampling that consider aspects that focus on the research objectives. Researchers determine the sample of a class that has motivation to learn English and a low vocabulary understanding. From the results of interviews with the field of study teachers obtained criteria in accordance with the research sample. The sample in this study was 30 students of grade VIII Islamic secondary school Keutapang dua.

### **C. Instruments of the study**

In collecting data for this study, the researcher used two instruments. The data were gained through observation and questionnaire.

#### **1. *Observation checklist***

Observation is defined as the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest (Johnson, Burke, and Ehrstensen, 2012, p. 206). It means that observation involves watching or listening to students carry out a specific activity or responds in a given situation. Sanapiah (1990) clarifies the observation into three types, participant observation, overt and covert observation, and unstructured observation. In this study, the researcher selected participant observation. Participant observation is an observation in which the researcher involved in daily activities of the people being observed.

The observation checklist were the criteria of the students' behavior to define student' enhancement and students' responses during the proses of tis research. There are seven criteria being observed during the treatment, they are attending the class, paying attention to the teacher, following teacher instructions, working in group, listening to other's opinion, interacting with teacher and doing the task well.

#### **2. *Questionnaire***

Questionnaire is a set of questions on a given topic that can be filled in by students. Generally, questionnaire is used to gather data about knowledge, beliefs,



attitudes, and behaviors. Questionnaire are helpful in gathering information that is unique to individuals, such as attitude or knowledge.

The questionnaire in this study was distributed to collect data on students' perceptions about teaching-learning process, vocabulary learning activity, the solution of the problems in vocabulary, and students' responses about Platagon application. The result of the questionnaire distributed to the students would be a reference to determine how effective the use of Plotagon application in enhancing their interest in learning vocabulary compare to being taught conservatively.

The questionnaire was composed of twelve questions adapted from Goodman (1997), but the researcher adjusted some questions. The questionnaire was designed using Guttman Scale. Measurement scale with this type will get a straight answer, which is "Yes-No". In the Guttman scale there are only two intervals namely "Yes" or "No". The answer can be made the highest score of 1 and the lowest 0. For example for the answer "Yes" is given a score of 1 and "No" is given a score of 0.

#### **D. The procedure for Data Collection**

In order to find out the data, the researcher conducted an experiment in two meetings. In the first meeting, the researcher attended the English class of class VIII in Islamic Secondary School Keutapang Dua and introduced herself to the students as a researcher and obtained their permission to observe and study them. During English class, the researcher observed the students who were taught the used of Modal in



English conservatively by their English teacher. The observation was based on the set observation checklist prepared previously. A check mark (✓) was given when the students met the criteria. As the closing, the students were instructed to take along their gadgets for the next meeting because they were going to learn English using Plotagon application.

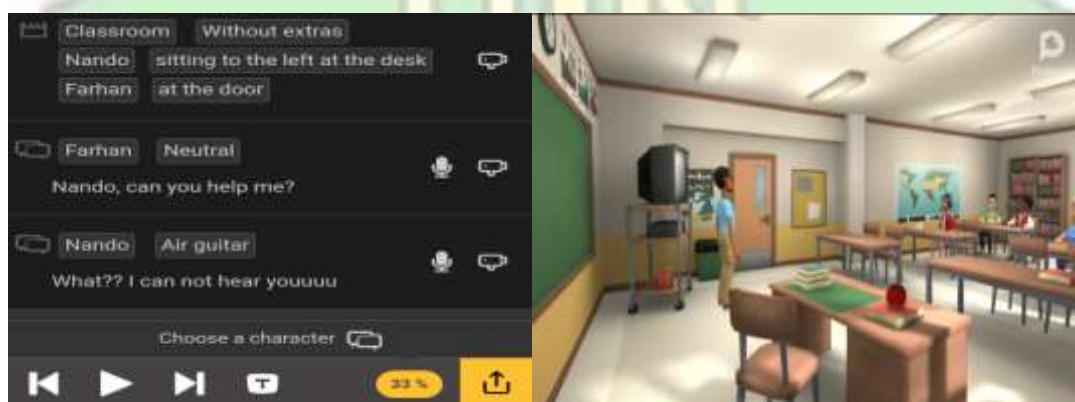
In the second meeting, the researcher attend the class for the second time. Unlike the first meeting, the researcher introduced the Plotagon application as an alternative tool in learning English. The researcher and the English teacher collaboratively explained how to use the application to the students. After some minutes, the students divided into several groups consisted of 4-5 students each. Then, they were instructed to learn and practice the use of Modal in English assisted by Plotagon application.

Furthermore, in the end of the second session, the researcher distributed questionnaire sheet to the students. There were twelve questions required to answer based on their true opinion. They were instructed to put a check mark (✓) if they agreed with the statement and a cross mark (x) if they were disagreed. As the closing, the researcher expressed her gratitude for all the students' contribution in her experiment.

Figure 3.1 Process of Students Creating Stories Using Plotagon



Figure 3.2 Story Created by Students Using Plotagon



### E. The Data Analysis

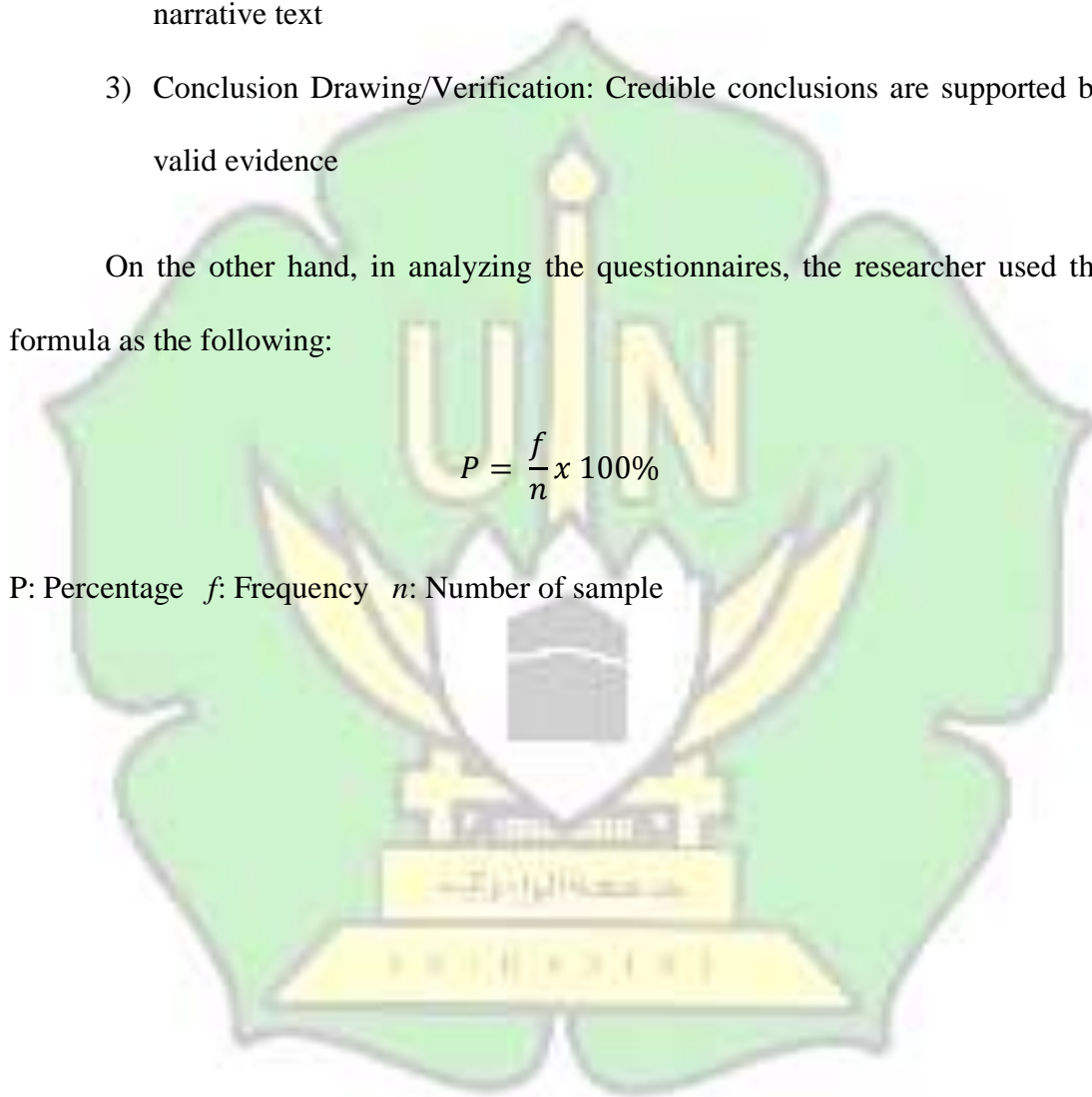
Data analysis is the review process, sorting, and grouping data in order to formulate working hypotheses and lifted it into conclusion or theories in the research findings (Bakri, 2003, p.162). To analyze observation checklist, the researcher used Miles and Huberman model (1984) they are;

- 1) Data Reduction: Summarize important information, look for themes and delete unnecessary data
- 2) Data Display: The data is displayed in the form of a brief description with narrative text
- 3) Conclusion Drawing/Verification: Credible conclusions are supported by valid evidence

On the other hand, in analyzing the questionnaires, the researcher used the formula as the following:

$$P = \frac{f}{n} \times 100\%$$

P: Percentage    *f*: Frequency    *n*: Number of sample



## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

This research has been conducted within a period of approximately two weeks in Islamic secondary school Keutapang Dua. The researcher chose class VIII with 30 students. The researcher collected the data by observing the situation in the classroom and distributing the questionnaire for the students.

#### **A. The Analysis of Observation**

In this sub chapter, the researcher presents the analysis of the observation checklist that was noted along with the implementation of the experimental class in MTsS Keutapang Dua. The observation checklist consisted of the indicators that should be observed to know the students' interest towards the implementation of the Plotagon application in learning English.

#### **Observation Checklist**

- |            |  |            |                             |
|------------|--|------------|-----------------------------|
| <b>I</b>   | <b>= Attending the class</b>                     | <b>V</b>   | <b>= Listening to other</b> |
| <b>II</b>  | <b>= Paying attention to the teacher teacher</b> | <b>VI</b>  | <b>= Interacting with</b>   |
| <b>III</b> | <b>= Following teacher's instructions well</b>   | <b>VII</b> | <b>= Doing the task</b>     |
| <b>IV</b>  | <b>= Working in group</b>                        |            |                             |

*Table 4.1*  
*Observation Checklist of First Meeting*

Student number	Students presence	Student's attention to the teacher		Student's cooperation		Student's self confidence	Student's understanding
	I	II	III	IV	V	VI	VII
1	✓	✓	✓	x	x	✓	x
2	✓	✓	✓	x	x	✓	x
3	✓	✓	✓	x	x	✓	x
4	-	-	-	-	-	-	-
5	✓	✓	✓	x	x	✓	x
6	✓	✓	✓	x	x	x	x
7	✓	✓	x	x	x	x	x
8	✓	✓	x	x	x	x	x
9	✓	✓	✓	x	x	✓	x
10	-	-	-	-	-	-	-
11	✓	✓	✓	x	x	✓	x
12	✓	✓	✓	x	x	✓	x
13	✓	x	x	x	x	x	x
14	✓	✓	✓	x	x	✓	x
15	✓	✓	✓	x	x	x	x
16	✓	✓	✓	x	x	x	x
17	✓	✓	✓	x	x	x	x
18	✓	✓	✓	x	x	✓	x
19	✓	✓	✓	x	x	x	x



20	✓	✓	✓	x	x	✓	x
21	✓	✓	✓	x	x	✓	x
22	✓	✓	✓	x	x	✓	x
23	✓	✓	✓	x	x	✓	x
24	✓	x	x	x	x	x	x
25	✓	✓	✓	x	x	x	x
26	✓	✓	x	x	x	✓	x
27	✓	✓	✓	x	x	x	x
28	✓	✓	✓	x	x	x	x
29	✓	✓	✓	x	x	x	x
30	-	-	-	-	-	-	-

### ***1. The analysis of the observation in the 1<sup>st</sup> treatment.***

During the treatment process, the researcher observed the attitude of each student. By using the indicators from the observation checklist, the researcher got the conclusion which is described as follows:

#### **a. Students' presence**

In the first meeting, there were only 27 students who attended the class from 30 students. There are three students' were absent with initial MN, AS and ZI. Therefore the percentage of the students' presence was 90%.

#### **b. Students' attention to the teacher**

At the first meeting, the researcher observed that there were only 22 students out of 27 students who paid attention to the instruction and the material being taught.

However, there are few students who were not interested in listening to the teacher's explanation, while some students were prefer to join other classes to play volleyball in the field rather than join the class. The reason why they skipped the class was because learning English is boring, especially when they were asked to memorize vocabulary. They admitted that skipping the class freed them from the task of memorizing the vocabulary.

c. Students Cooperation

In the first meeting students asked to pay attention to the teacher's explanation of the material being explained. They have not yet been asked to collaborate to form a group. The teacher gave the task to be done individually.

d. Student's self confidence

During the teaching-learning process, students were asked to pay attention and asked questions that have not been understood. It appeared that there were only four students who were active in asking questions and expressing ideas. Most of students asked to repeat the explanation because the teacher is quick in explaining, the students have difficulty capturing the material being taught. There are those who seem less confident in expressing ideas or asking questions. Then there were around seven other students who began to ask questions or give a good response in interacting.

e. Students' understanding

In the first meeting, students were asked to introduce themselves, such as their names, where they live, hobbies and goals. Then students were asked to make one

sentence of the material taught to measure their comprehension of the material that has been taught. After observed the activity, the researcher assumed that many students were still lacking in the vocabulary and the selection of proper words.

### Observation Checklist

- |            |  |            |                             |
|------------|--|------------|-----------------------------|
| <b>I</b>   | <b>= Attending the class</b>                     | <b>V</b>   | <b>= Listening to other</b> |
| <b>II</b>  | <b>= Paying attention to the teacher teacher</b> | <b>VI</b>  | <b>= Interacting with</b>   |
| <b>III</b> | <b>= Following teacher's instructions well</b>   | <b>VII</b> | <b>= Doing the task</b>     |
| <b>IV</b>  | <b>= Working in group</b>                        |            |                             |

*Table 4.2*  
*Observation Checklist of Second Meeting*

Student number	Students presence	Student's attention to the teacher			Student's cooperation		Student's self confidence	Student's understanding
	I	II	III	IV	V	VI	VII	
1	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓
4	-	-	-	-	-	-	-	-
5	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	x	✓	✓
7	✓	✓	x	x	x	x	x	x
8	✓	✓	x	x	x	x	x	x
9	✓	✓	✓	✓	✓	✓	✓	✓

10	-	-	-	-	-	-	-
11	✓	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓	✓
13	-	-	-	-	-	-	-
14	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	x	✓
16	✓	✓	✓	✓	✓	x	✓
17	✓	✓	✓	✓	✓	x	✓
18	✓	✓	✓	✓	✓	✓	✓
19	✓	✓	✓	✓	✓	x	✓
20	✓	✓	✓	✓	✓	✓	✓
21	✓	✓	✓	✓	✓	✓	✓
22	✓	✓	✓	✓	✓	✓	✓
23	✓	✓	✓	✓	✓	✓	✓
24	-	-	-	-	-	-	-
25	✓	✓	✓	✓	✓	x	✓
26	✓	✓	x	x	x	✓	x
27	✓	✓	✓	✓	✓	x	✓
28	✓	✓	✓	✓	✓	x	✓
29	✓	✓	✓	✓	✓	✓	✓
30	-	-	-	-	-	-	-

a. Students' presence

In the second meeting, there were only 25 students who attended the class from 30 students. Three students' were absent because they were not feeling well. Two students with student codes 13 and 24 have no information. The percentage of the students' presence was 83.3%.

b. Students' attention to the teacher

In the second meeting, students were asked to sit in groups that have been determined by the teacher. To be able to start making stories with a Plotagon, students must pay attention to the instruction from the teacher and allow to ask if there are things that are not understood by students. All students can hear the explanation and everything goes well.

c. Students Cooperation

At first the students seemed enthusiastic to start making assignments with their friends. Then, half an hour after that some students seemed unconcerned or unwilling to cooperate properly. The small screen of the Mobile Phones made it difficult for them to see or start creating new characters from the Plotagon application. There was ineffectiveness. Seeing this problem, students were asked to share with each other in creating new characters, scenes or dialogue texts, so ideas can be dispense properly with the same goal in creating stories.



d. Student's self confidence

During the students do the assignment to make stories using the Plotagon application with their friends, some students interact well by asking about the Plotagon. They asked about when Plotagon establish, the name of the founder and etcetera. It show that students are more confident and start curious about things they want to know.

e. Students' understanding

All of the students who attended the class gave their participation in creating the Plotagon story. At first, they had a little difficulty in making good sentences, due to the lack of vocabulary they knew. As requested at the first meeting, students were asked to bring a dictionary, and they carry it. So they can search for the vocabulary they want to complete their story. Finally, they did the task well.

**B. The Analysis of Questionnaire**

The questionnaire was distributed in the end of the session. The researcher gave the questionnaire to the students. Questionnaire was conducted to obtain the data indicating students' motivation in learning English vocabulary. The questionnaire had twelve questions which revolted in four categories, they are the students' response about teaching-learning process, the result of the students' vocabulary learning activities, the solution of the problems in vocabulary, and students' response about Plotagon application.

*Table 4.3*  
*Result of Questionnaire*

<b>No</b>	<b>The students' response about teaching-learning process</b>				
		<b>Yes</b>		<b>No</b>	
<b>A</b>					
1	The students were satisfied in the teaching-learning process through Plotagon application	25	100%	0	0%
2	The students were motivated learning vocabulary through Plotagon application	22	88%	3	12%
3	The students could learn vocabulary better through Plotagon than the usual learning	25	100%	0	0%
<b>B</b>	<b>The result of the students' vocabulary learning activity</b>	<b>Yes</b>		<b>No</b>	
4	The students were helped in enriching their vocabularies through Plotagon application	21	84%	4	16%
5	The students felt that Plotagon application solve their vocabulary problems	17	68%	8	32%
6	The students could do the vocabulary task easily by using Plotagon application	23	92%	2	8%
7	The students' vocabulary were enriched by Plotagon application	19	76%	6	24%
<b>C</b>	<b>The solution of the problems in vocabulary</b>	<b>Yes</b>		<b>No</b>	

8	The teacher gave opportunity to ask their difficulties	25	100 %	0	0%
<b>D</b>	<b>Students' response about Plotagon application</b>		<b>Yes</b>	<b>No</b>	
9	The students feel better in learning vocabulary through Plotagon application	24	96%	1	4%
10	is suitable to be implied in teaching-learning vocabulary	24	96%	1	4%
11	The students like learning English through Plotagon application	25	100 %	0	0%
12	The students feels that Plotagon application facilitate their vocabulary learning	23	92%	2	8%

From the table above showed the first category was the students' response about teaching-learning process in learning English vocabulary, the data indicated that 100% students said yes, it indicated in the table that all of the students were interested in the teaching-learning process through Plotagon application. The second item is students' motivation in learning vocabulary through Plotagon application, show that 88% of the students understood the teachers' explanation. The last items about the comparison between learning Plotagon application than usual learning, it is about 100% of students feel better to learn vocabulary through Plotagon application than usual learning. It means that most of student's second grade of

Islamic Secondary School Keutapang Dua excited to learn English vocabulary lesson through Plotagon application.

The second category is the result of students' vocabulary achievement. The first data indicated that 84% of students were helped in enriching their vocabularies through Plotagon application. The second item is the students felt that the Plotagon application solve their vocabulary problems is about 68%. The third item is about 92% of students could do their vocabulary task easily by using Plotagon application. The last item the students' vocabulary was enriched by Plotagon application is about 76%.

The third category asks the solution of the problem in vocabulary learning. In this case the teacher gave opportunity to ask their difficulties. All of students said yes, 100% of students said that the teacher gave them an opportunity to ask their difficulties in vocabulary. It was indicated that all of students were actively involved in the teaching-learning process.

The last category asks the students' response of Plotagon application. The first item in this category asks about the students feel better in learning vocabulary through Plotagon application it was indicated that 96% students agreed that they feel better in learning vocabulary through Plotagon application. The second item indicated that 96% of students said that Plotagon application is suitable to be implied in teaching-learning process vocabulary. The third item indicated that 100% of students' excited learning English through Plotagon application. The last item it is

about 92% of students feel that Plotagon application facilitate their vocabulary learning. It means that they were agree that Plotagon application helped them in learning vocabulary.

### **C. Discussions**

Based on previous data analysis, the researcher tried to find out whether Plotagon application can enhance students vocabulary after collecting and processing data obtained from the observation and questionnaires. It is essential to discuss the research findings in order to answer research questions intended.

Based on the result of the research. It was found that after the treatment by using Plotagon application, the students got motivation in learning English vocabulary in a meaningful and amusing way. The students could express their ideas in create the story and they could be more enthusiastic and motivated to follow the learning process. According to Najat Smeda et al, (2014), digital story is considered an effective pedagogical tool that increases students' motivation and provides students a learning environment conducive for story construction through collaboration, reflection and interpersonal communication. Students can use multimedia software tools as well as other technology skills to create digital stories based on given educational issues.

Furthermore, the observations result during treatment processes showed self-improvement from each student not only in their vocabulary ability but also in their positive responses. According to Marjolein Drent and Martina (2008), using ICT in the



classroom is a new method of teaching technique which provides more interaction, and makes students' learning more effectively. The information from observations answered the question to see the effectiveness of using Plotagon in motivating students in teaching vocabulary. The student's motivation to learn English increase and the students enjoyed during the process of learning English vocabulary. The use of a Plotagon creates a relaxed learning environment. In teaching English vocabulary, the effectiveness of vocabulary acquisition depends on the method used by the teacher and the enthusiasm of the teacher. Because the development of English vocabulary is a long-term work, learning does not have to be limited to learning in the classroom. Then the teacher must encourage students to develop independent learning habits and increase student learning motivation. By using Plotagon, students will enjoyed and relaxed in the class. Moreover, the student's interaction was already built along the research process. Such as working together and students learn how to work together (student's cooperation), students' attention to the teacher, interacting with others, having good communication with others had already been applied. Based on the result above, it can be concluded that most students have been active in learning vocabulary using Plotagon application.

In addition, the researcher found that most of the students were interested and motivated in learning vocabulary using Plotagon application. The data also showed that students agreed that Plotagon could help them in learning the English vocabulary. The Plotagon application made the students more enthusiastic because it made them

feel more curious to create their story. It means that most students had positive responses through teaching using Plotagon application to improve vocabulary acquisition.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result of the research and the explanations in previous chapters, the writer would like to draw some conclusions. The first is Plotagon story is a fun application. The application does not require much rules, it only takes an idea and an internet connection to create an interesting story. When all of these rules are combined, the result is a very good learning opportunity. It also trained students to build their creativity in creating the story.

The second is teaching vocabulary using Plotagon created active learning atmosphere. Students enjoyed the learning process and their ability on vocabulary improved. It shown in their answering the questionnaire. The result of the students were helped in enriching their vocabularies through Plotagon application was 77.7% and the students feel better in learning vocabulary through Plotagon application was 96.2%. In the other word, the use of Plotagon application enhanced students' ability on vocabulary.

The result of this study showed that the students recognized the pedagogical value of using Plotagon. They also articulated it was beneficial and very interesting in teaching and practicing vocabulary concept. Learning vocabulary becomes

enjoyable because of Plotagon providing learners with a meaningful creations for students' creativity in learning.

## **B. Recommendations**

This research can be one of the references for next researchers to conduct their studies of the use of Plotagon to enhance students' ability in vocabulary acquisition. The source from the list of references in this study was expected to help other researchers on conducting the same research. For further research should prepare everything carefully, such as time allocation before conducting research class. The preparation needs to make the planning better in reality. Therefore, the study use plotagon in cooperative learning can work optimally.

Teaching vocabulary for students' should use creative methods and techniques. Learning vocabulary is not only about memorizing the word but also applying them communicatively. Interesting method and techniques will influence students' motivation to study more. Using application in learning vocabulary is recommended while teaching it explicitly still important.

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**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi ters yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 24 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menegerai Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 September 2019

**MEMUTUSKAN**

Menetapkan :  
PERTAMA : Menunjuk Saudara:

1. Habiburrahman, S.Ag, M.Com, MS, Ph.D Sebagai Pembimbing Pertama

2. Rahmat Yusny, M. TESOL Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Siti Nada Paradisa

NIM : 150203203

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Use of Plotagon to Enhance Vocabulary Acquisition in Secondary School Students

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Pada tanggal: 15 Oktober  
 An. Rector  
 Dekan  
 Muslim Razali

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bertanggung jawab untuk dimonitori dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : [fkl.uin-ar-raniry.ac.id](http://fkl.uin-ar-raniry.ac.id)

Nomor : B-16291/Un.08/FTK.1/TL.00/11/2019

25 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Siti Nada Faradisa  
N I M : 150 203 203  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Lampeuneurut Kab.Aceh Besar.

Untuk mengumpulkan data pada:

**MTsS Keutapang Dua**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Plotagon to Enhance Vocabulary Acquisition in Secondary School Students.**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,  
Mustafa

Kode 7043





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR  
MADRASAH TSANAWIYAH KEUTAPANG DUA  
Jln. Hadiah No. 4A Perumnas Lambheu Kec.Darul Imarah  
Kode Pos : 23352 Email : Mtskeutapangdua@gmail.com

**SURAT KETERANGAN**

Nomor : MTs.01.04.28/497/PP.01.1/12/2019

Saya yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Keutapang Dua Kecamatan Darul Imarah Kabupaten Aceh Besar dengan ini menerangkan bahwa :

Nama : Siti Nada Faradisa  
NPM : 150 203 203  
JURUSAN : Pendidikan Bahasa Inggris

Benar ianya telah melakukan penelitian di MTS Keutapang Dua sejak tanggal 22 November s.d 07 Desember 2019, sesuai dengan surat Dekan Fakultas Tarbiyah Dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh No. B-16291/Un.08/FTK.1/TL00/11/2019, Tanggal 25 November 2019 Dengan Judul Penelitiannya "The Use of Plotagon to Enhance Vocabulary Acquisition in Secondary Scool Students".

Demikianlah surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Keutapang Dua, 9 November 2019

Kepala,

Mariana, S.Pd

NIP. 19741116 199905 2 001