artikel

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Creating Your Animated Stories with *Plotagon*: Implementation of Project-Based Learning in Narrative Writing

Abstract

This study seeks to investigate the benefits of implementation of project-based learning in teaching narrative writing. Plotagon (a 3D animation-making software) was used to mediate students' project to visualize their story in the form of animated films. In a case study design, this study found three benefits of implementation of project-based learning (PBL) in writing teaching: (1) PBL was a fun and humanistic learning assignment; (2)PBL provided the opportunity for students to learn in a real context; and (3)Plotagon was an appropriate application to mediate students in improving their multiliteracy abilities. As a pedagogical implication, PBL is a potential method to be implemented in a variety of learning styles, which can accommodate a variety of intelligence of each student in the future.

Keywords: Narrative Writing, Plotagon, Project-Based Learning

I. Introduction

Writing is an interaction process aiming at sharing the authors' ideas to readers (Oates, 2000). Nunan (2003:23) explains that writing can be defined as a process and a product in which in its activities, the authors allow to visualize, compile, edit, read, and reread. The process of learning to write is a unique process, because it involves the right and left hemispheres to actively participate in producing, creating and adjusting proper meanings (Oates, 2000). Kirszner and Mandel (2008: 209) also state that writing is a process arranging steps that involves: 1) planning; setting goals and generating ideas, 2) organizing, organizational information and selecting the appropriate language, compiling, revising, and editing.

In learning foreign language, writing is the most difficult skills to master (Nunan, 1999). For most EFL students, writing is considered very difficult to master because it requires more complex thinking than speaking (Weigle, 2011). This is in line with Richards and Renandya (2002) arguing that its difficulty does not only emerge in creating and organizing ideas, but also in translating ideas into readable texts. Therefore, the process of creating writing is a collaborative process that develops the symbolic relationship between authors, texts and readers (Masi, 2001).

The existence of technology can be used as tools to assist in improving students' writing skills, which can be included in an effective and innovative learning method. PBL is considered as one of the effective solutions in teaching writing at any levels, particularly at

the college level. Thomas (2000) explains that PBL is a model organizing learning around the project. This type of methods requires students to actively participate in the entire learning and teaching process through a certain project work (Thomas, 2000).

By implementing PBL that integrates technological aspects into learning activities, it can provide more space to create dynamic learning process and opportunities for student to collaborate (Thomas & Reinders, 2010), to provide flexibility to access learning outside the classroom (Kent and Facer, 2004), and to obtain opportunities to increase creative and high quality thinking ability (Boholano, 2017). This is in accordance with Grant (2011) stating that PBL offers a method that allows learning assignments to be authentic, and fit in students' interests.

While talking about students' interests, today, animated film is one of the arts that is very popular among students, especially millennials. By bringing it into the teaching aspects, students gain a different experience when learning to write. They can be challenged to not only make stories, but also develop them by visualizing through multimedia software, so that they can turn their stories into animated films. Plotagon application can be used, since it is a free online tool for MAC and PC that allows anyone to create animated film directly from the screenplay (Love, 2013). This web tool also has sophisticated features for writing story, choosing actors, or even choosing various settings and music. Based on these features, this software can be utilized in language teaching and learning, especially teaching narrative writing. Moreover, it can be used as interesting media to develop PBL in teaching writing.

Through this activity, the learning process will become more meaningful, thus students are able to gain opportunities to develop other abilities, e.g. multimedia, digital literacy, creativity, and even the thinking process, including also practicing writing skills.

II. Literature Review

Project Based Learning and Narrative Writing

Narrative text is a genre text intended to entertain people and tell story (Anderson & Anderson, 2003). Joyce and Feez (2000) have a slightly different opinion, as they define narrative as a story about a person or group of people who solve a problem. One of the benefits in teaching narrative text in the classroom is to train social sense and sensitivity towards the surrounding environment. In addition to getting experience that makes them entertained, students also obtain very strong moral values in developing the characters and their personality well.

By talking about the linguistic and writing aspects, Derewianka (Years) explains that there are three generic structures of narrative text, namely orientation, complication and

resolution. First, orientation, which is an opening story that includes background story, the relationship between the characters and other information to give the reader a starting point. Second, complication, which is a main part of the story that includes an event that caused the character to be complicated because it was interrupted by several conflicts. Last, resolution, which is the end of the story.

One of the appropriate methods in teaching narrative writing is project-based learning (PBL), which is a model organizing learning around making a project. This type of methods requires students to actively participate in the entire learning and teaching in which students will conduct a certain project that will involve their active participation (Thomas, 2000). In addition to Thomas (2000), Fried-Booth (2002) also states that PBL is a learning model that leads students to join activities in creating products that place students in active roles called project work. Markham, Larmer and Ravitz (2003) also argue that PBL is illustrated as a process of understanding and conducting a project related to learning, in this case narrative writing.

Practically, PBL combines process-oriented learning and product-oriented learning (Stoller, 1997). Therefore, the learning process of narrative writing aims at not only creating reading texts, but also creating products, such as animation, short-films, drama and so on. This activity makes learning more challenging, and requires students to think how their writings can be visualized in other forms. In the end, this method mediates the process of language learning and knowledge through technological tools (Mishra and Kohler, 2006).

Furthermore, Tezi (2006) states that the final products, either good or bad, produced by students who are not a priority, as long as students can learn and participate in the process. This is in line with Stoller (2002), stating that project work can be classified as part of cooperative learning because it allows students to work alone, or work with their friends.

**Plotagon as Media for Implementing Project-Based Learning in Narrative Writing**

There are many technological tools that can be used to create product in PBL, such as blog, software, online web tool, and application for a smartphone. Even though, PBL leads students to create a project, but in the end, the priority is students' participation in the learning process (Tezi, 2006).

In narrative learning, students are led to collaborate in creating a story, then visualizing their story/writing into 3D animated film. Practically, students are required to participate in collaborative learning in a group project. Plotagon is a tool that can help this activity. Plotagon is free software for MAC and PC that allows anyone to create animated films directly from the screenplay (Plotagon, 2018). Meanwhile, the users do not require special

animation skills in creating animated video with Plotagon, and it only takes a few minutes to create an amazing animated video.

This software has sophisticated features that allow the users to simply select several characters, choose their scene (schools, beaches, winter wonderland, etc.), typing words to create their characterspeaking , and pressing the "Play" button to see if the written text shows an animated story (Aymerich-Franch, Kizilcec and Bailenson, 2014). This software contains many characters, but the users can also create their own character versions too, choose several facial features, hairs, costumes and accessories. Videos can be made up by adding emotions, actions, music and sound effects through a simple pull-down menu (Plotagon, 2018).

Figure 1 Character Creation in the Plotagon
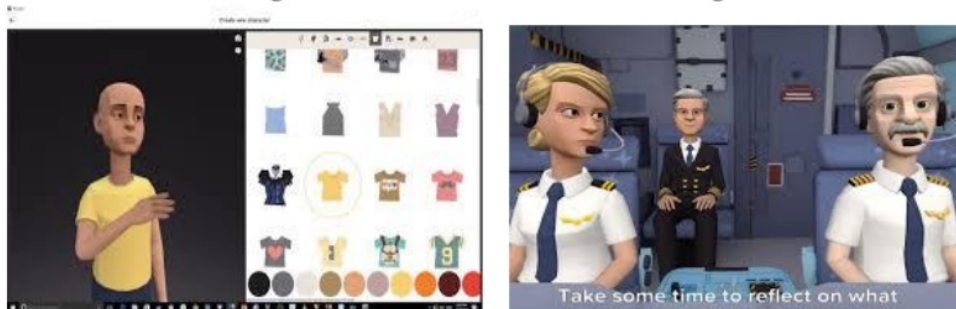
This software can be considered as ideal media for developing PBL in narrative writing. The teachers can allow the students to explore technological tools, and guide them through these technological tools played in learning activities (Mishra and Kohler, 2006). Therefore, the process of learning is presented in a fun way, so that it can increase students' motivation, especially in learning to write.

III. Research Method

This research employed qualitative method aiming at investigating the quality of relationships, activities, situations, or materials by emphasizing the holistic description (Alwasilah, 2011; Cresswel, 2012). This qualitative method used a case study because this research's characteristic is suitable with a case study. First, this research had only investigated in small scale participants (Creswell, 1998: 61). Second, it tried to investigate a phenomenon in its real context (Liamputtong, 2009; Yin, 2011: 17). In this research, the phenomenon was that a lecturer taught writing narratives through PBL. Furthermore, the case to be investigated was the benefits of implementing students' learning methods in narrative writing

Research Site and Participant

This research was conducted in one of the universities in West Java. The participants who became the respondents in this research included a class consisting of 20 English Literature students who took the second semester, and an English Language lecturer. The second semester was chosen because the lecturers was teaching in the class. In addition to data availability, accessibility became the other reasons for the selection of the participants.

Data Collection and Data Analysis

The data collection methods used for this study included observation, interviews and students' products.

3.3.1 Observation

The class observation was used to know the implementation of PBL using Plotagon in the process of learning to write actual narrative texts. The researcher served as the participant observer because she taught students in writing class.

3.3.2 Interview

The interview was conducted to obtain the data from six students in the second semester of the English Literature Department. The semi-structured interview was provided to the lecturer and the students. This type of interviews was chosen to find some information that might be missed from the observation.

3.3.3 Online Artifact

The online artefact analysis was conducted to examine the narrative products written by students. In this research, the data were taken from screenshots of films produced by the students, because they were asked to create a short film using the Plotagon webtool. The followings are the rubric of examining students' project work presented in Table 1.

Table 1 the Rubric of Students' Assessment

CATEGORY	4	3	2	1
Sequence	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
Vocabulary	Uses a varied appropriate vocabulary for the audience, and also successfully tries to enlarge the audience\'s vocabulary.	Uses a varied appropriate vocabulary for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes	Some vivid, descriptive words are used to tell the audience when and where the story takes	The audience can figure out when and where the story took place, but there isn't much detail (e.g.,	The audience has trouble telling when and where the story takes place.

	place.	place.	once upon a time in a land far, far away).	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.
Connections/Transitions	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
Duration	Length of the video was 5 minutes.	Length of the video was 4 minutes.	Length of the video was 3 minutes.	The video was less than 3 minutes long OR more than 5 minutes.
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.

The process of data analysis employed a strategy proposed by Creswell (2013). In analyzing data, this strategy involves managing data, reading, memo, describing, classifying, interpreting, representing and visualizing (Creswell, 2013). The next step was to label and group the data into a theme, so that the data could be explained clearly and in detail. Furthermore, triangulation was conducted to confirm the data obtained from each instrument so that the potential bias in this research could be reduced, thus each data used could be related to each other.

IV. Result

This section discusses the findings and discussion of data regarding the benefits of implementing the project-based learning method in narrative writing. There were three instrument used, namely observation, semi-structured interview and online artefact. Based on

the results of instrument analysis, the data from the research findings were classified into three themes, including PBL is a fun and humanistic learning assignment, PBL provides the opportunity for students to learn in a real context, Plotagon is an appropriate application to mediate students in improving their multiliteracy abilities.

Research Design

This students' project was carried out in eight meetings in the course of Writing for General Purpose 2. This project focused on developing students' writing skills related to the daily context, including writing narratives. When conducting the project, the students were asked to collaborate in a group. There are five groups consisting of four members in each group. There are six stages that students must go through in working on projects, including brainstorming the story idea, drafting the story, writing the story, editing the story, visualizing the story (creating the animation), and presenting the product. The followings are the flow of works on students' project presented in Table 2.

Table 2. The Flow of Works on Students' Project

No	Week	Stage	Type(s) of Activity
1	Week 1-2	Brainstorming the story idea	- The lecturer explained the narrative text, the generic structure and the composition of narrative text. - The students sought the references regarding the types of narrative-genre stories. - The students discussed the creation of story, plot, characters/characterization, story setting, and storyline. - The students discussed the conflict and resolution of the story. - The students discussed the making of moral value in their story.
2	Week 3	Drafting the story	- The students collaborated on the draft story. - Each group provided suggestions and comments towards the draft story compiled by each group.
3	Week 4	Writing the story	- The students collaborated in compiling the story in 4,000 words. - Each group provided suggestions and comments towards the draft story compiled by each group.
4	Week 5	Editing the	- Each group reviewed the story from another group.

		story	- Each group was required to provide corrective feedback towards the story from another group, consisting of grammar, vocabulary, storyline, conflict and resolution.
			- The lecturer provided corrective feedback towards the story from another group.
5	Week 6-7	Creating the animation	- The lecturer re-checked the edited students' story.
			- The lecturer introduced the Plotagon software.
			- The students learned the mechanics of the Plotagon software.
			- The students were asked to visualize their story into the 3D animation by using the Plotagon software.
			- The students collaborated in determining the music background, choosing a place setting in accordance with their story, and creating the characters.
			- The students created the 5-minutes animated film.
6	Week 8	Presenting the product	- Presenting the students' animation products.
			- Reflecting on the learning that had been conducted.

This students' project design were required students to create a 5-minutes animation. First, they were asked to make a story consisting of 4,000 words related to the anxiety of teenagers. Each story was only allowed to use four characters in their stories. The stories that they are required to provide strong moral values/messages that were able to give positive values, and also develop social sensitivity. The themes taken in the stories made by each group are as follows:

1. A person's turmoil in determining majors in college.
2. Friendship that leads to a love triangle story
3. Family conflict regarding differences in children's dreams and parents' ambitions
4. Dilemma of being a superstar
5. Story of a successful teenager

Based on these five topics, students were considered capable of making a story that had a moral message. They were able to compile the original creative idea, and write them into a story. The hardest part of this project was to visualize their stories. This was because students

must be able to adjust their stories with the features of the Plotagon software. The benefits of PBL will be explained in the next section.

The Project of Making Animation Becomes a Fun and Humanistic Learning Assignment

One of the benefits of this method was because of its formative evaluation. In addition to obtaining interesting learning method, the students also had the opportunity to get an assessment of learning outcomes without going through a written test. The aspects of assessment did not only focus on cognitive assessment, but also performance, cooperation, aesthetics, and the creative process in making more humanistic learning assignment.

The observation data showed that convenience in learning process made them be able to exerting the best potential. The students were very enthusiasm to participate in learning session. On the other hand, they also obtained an interesting assignment in accordance with their world. This was one important factor in supporting learning success, besides increasing learning motivation. With a fun and humanistic assignment, of course, the students would be interested in participating actively in learning process, between in class discussions, activities outside the classroom and participation in project work.

Figure 2. Students' Enthusiasm in During Discussions

The findings from the interview section supported the fact that the students had a positive impression on the forms of assignment given by the lecturer. They believed that the project work made them very challenged to exert all their best abilities. Moreover, the students believed that the form of assessment given was very fair. They had the opportunities to give maximum efforts in learning, and simultaneously receive constructive feedback through project work. The followings are the results of interviews with students

Interview with the Student I:

"I feel the lecturer's assessment of our work is very fair and wise, so that I feel comfort in doing the assignments given by my lecturer."

Interview with the Student V

"I am excited. When doing the assignment, I did not have anxiety and fear
to get a bad result. I become very confident, and want to study harder."

The assessment of the students' project products showed that their results were very good. Collaboration was considered as the most important factor in helping the students understand their learning materials. The elementary errors in students' animation products rarely occurred, either in terms of language or editing. In terms of languages, the errors of the use of grammar, word choice, and making sentences rarely occurred. Moreover, the students had been able to compose sentences well, even in simple sentences.

PBL created an atmosphere that emphasized the aspects of humanity and warmth in the learning process. The classroom became the initial establishment of the learning pattern that also emphasized the importance of social interaction compared to academia (Bell, 2010). Practically, all students were willing to participate in the collaborative learning process and cooperate with each other (Vygotsky, 1978 cited in Jarvis, 2005). Students who felt less intelligent had access to learn without anxiety and fear (Oakley, 2014).

PBL Provides the Opportunity for Students to Learn in a Real Context

By implementing PBL in writing learning, the lecturer had the opportunity to provide varied assignments that would help students understand learning material. In relation to students animation project, the variety of assignments given by the lecturer include discussion, collaborative writing, editing, evaluations with peer students, and product publication and presentation. These also could be found the data obtained from the observations. The variety of activities and assignments were designed, so that students obtained a form of assignment that was authentic and close to the daily context. In addition, the students were able to use language skills in the real context. They also got the opportunity to acquire useful skills in language.

Figure 3 Students Were Discussing the Creation of Animation Using Plotagon

Furthermore, authentic material and assignments were needed to provide description and insight about the skills for the students in order to gain skills needed in the future. They got more space to grow their writing skills through a variety of meaningful learning activities. The data from the interview process found that students realized that they were working in a real context, as well as in accordance with the world and daily context. It was considered as a trigger for students to be more motivated in learning, increase perseverance in learning, increase enthusiasm in participating in the class. The followings are the results of the interviews:

Interview with the Student III

"I feel the lecturer's assessment of our work is very fair and wise, so that I feel comfort in doing the assignments given by my lecturer."

Interview with the Student IV

"I am excited. When doing the assignment, I did not have anxiety and fear to get a bad result. I become very confident, and want to study harder."

One of the keys to success in implementing PBL in the classroom is the choice of topics (Habók, 2015). Topics must be chosen based on students' interests and preferences. This is very important to bring students closer to their world, and maintain their enthusiasm for learning because PBL used the project as the learning process (Thomas, 2000).

The Plotagon in an Appropriate Application to Mediate Students in Improving Their Multiliteracy Abilities

Paradigm shift from traditional literacy to multiliteracy was intended to accommodate the presence of technology in learning activities. Multiliteracy is an interconnection among semiotic modes forming multimodal texts, including writing, visual, audio, gesture and spatial. Through the assignment of creating an animation project using Plotagon, students were provided the opportunity to improve their multiliteracy skills.

In addition to having the ability to write and read as in traditional literacy, the students also required the ability to criticize, interact, synthesize and process information from various sources and media. The activity of transforming and visualizing story into the form of animation trained the students to get used to using various media. They also had the opportunity to improve their high order thinking skills, because it was not easy to transform story into an animation. In the process of creation, the students were required to transform the story into the screenplay. Furthermore, they chose the characters in accordance with their story, inserted background music, determined background and setting of the story, and gave motions and effects to the characters, so that it could animate the story.

This process was conducted to train the students' thinking process, thus they were able to adapt with various multimodal media. The limitation of the Plotagon that was only able to present two characters in one scene became a challenge for the students. They must be able to animate the story with two characters in that scene. Through the creation of this project mediated by Plotagon, they were also required to make the appropriate dialogue, and describe their stories. This helped them improve their communication skills well

Figure 4. the Students Were Discussing of the Making Dialogue on the Plotagon

The results revealed that the students gave positive responses towards this learning activity. They realized that there were many inputs obtained from this writing course. Through PBL, they acquired additional skills, such as improving aesthetics, creating content using digital tools, and practicing the interaction process with multimodal media. The followings are the results of the interviews:

Interview with the Student III

"I feel the lecturer's assessment of our work is very fair and wise, so that I feel comfort in doing the assignments given by my lecturer."

Interview with the Student IV

"I am excited. When doing the assignment, I did not have anxiety and fear to get a bad result. I become very confident, and want to study harder."

The results of students' products showed that the students obtained the satisfactory result. Based on the results obtained from five groups, there was a group that obtained the below-average result. It indicated that the students were able to show good performance in the classroom. Yeh (2011) states that multimodal language learning is aimed at building autonomous learning, and creating flexibility in designing assignments. Moreover, the aspect of multimodality can also train and develop the students' communication skills (Hafner, 2013; Hafner & Miller, 2011).

V. Conclusion

The findings showed that there are three aspects of success in conducting the PBL process in writing narrative. The first one is the development of multiliteracy in the process of writing project-based narrative. Product results in writing courses did not have to be in the form of writing only. This writing learning was able to be developed to achieve more optimal results. Through PBL, the students are able to be aimed at creating the product, publication, and presentation (Patton, 2012). Project used in narrative writing class is by developing a narrative text to an animated film. To transform text into animated film projects, the students were required to be able to use digital content and various media, such as visual, audio and textual contents. By improving the multiliteracy skills, they received an understanding of the use of multimodal aspects. Indeed, this can be useful for students in functioning language as part of cultural semiotics and broader social interaction as a communication tool (Hafner, 2013; Hafner & Miller, 2011).

Second, through PBL, the students received the opportunity to practice the ability to think virtuously (Hots, Year?). The students had a challenge to be able to visualize their writings into animated films mediated by the Plotagon software. This is not easy because the students must be able to transform their stories into screenplays, choose backgrounds and settings, give motions and effects, and insert background music in accordance with the stories. PBL transforms the students' products into the learning process directed at the stage of high order thinking skills. Metacognition and higher order thinking skills have an important role in the success of the learning process (Hovey and Ferguson 2014; Holm 2011).

Third, PBL gave more space for lecturers to set a variety of students-based assignments (student centered learning). The students were challenged to accomplish the steps of different assignment in which they are required to create the final products. By conducting this project, the lecturer definitely had the opportunity to ask students to carry out different activities, as well as do scaffolding in narrative writing learning. The stages that must be carried out by students are to brainstorm the story idea, draft the story, write the story collaboratively with peers, editing the draft of other groups' stories, transform the story into the screenplay, and visualize it into animated films. This activity indirectly involved the students in order to improve their linguistic skills, such as grammar, diction, making sentences, and digital literacy ability, such as editing, determining setting and background music. Holm (2011) states that the instructions developed by the teachers in PBL emphasize students centered learning containing a variety of different authentic activities in project work.

However, there are two challenges that must be solved in the learning stage. First, the supporting facilities are still inadequate. The biggest obstacle faced in technology-based learning is the internet connection. This infrastructure is not yet adequate as a supporting facility in learning in Indonesia. Second, the students' understanding in optimizing digital resources. The students were not used to use the technological devices as supporting facilities in learning. It was considered quite troublesome, and to interrupt the learning process. Technical errors, such as saving files, uploading and editing, still occur in the learning process.

As the conclusion, PBL had many benefits if it is implemented in the learning process. As a method derived from constructivism, PBL put the foundation of the learning process on a social interaction, so that the students had the opportunity to create their own knowledge when collaborating in accomplishing a project. In addition, this method is very suitable to be implemented in a variety of learning styles, which can accommodate a variety of the intelligence of each student in the future.

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