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Enhancing Young Learners' English-Speaking Skills through Suggestopedia Integrated with *Plotagon* Animation

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Abstract. This classroom action research had two objectives: (1) to describe the implementation of Suggestopedia integrated with *Plotagon*, and (2) to explore students' perspectives on the integrated instruction. The population comprised all 20 male students enrolled in the selected fifth-grade class at a private elementary school in Central Java during the 2024-2025 academic year; all students were included through total sampling. Following Kemmis and McTaggart's cycle of planning, action, observation, and reflection, the intervention comprised four 45-minute meetings: two meetings in Cycle 1 and two in Cycle 2. Quantitative data were obtained from pre-test, cycle-level formative assessment, and final post-test scores; while qualitative data from structured classroom observations, questionnaires, and semi-structured interviews were used to explain the implementation process and students' responses. Success was defined as at least 75% of students scoring 70 or above, accompanied by observable improvement in fluency and participation. Cycle 1 implemented vocabulary preparation, repeated animated-dialogue viewing, shadow reading, and scripted role-play; Cycle 2 added simple-past scaffolding, dialogue adaptation, and improvisational performance. The mean score increased from 60.75 on the pre-test to 73 after Cycle 1 (11/20 students, 55%, met the criterion), 80.75 on the Cycle 2 formative assessment (14/20, 70%), and 86 on the final post-test (16/20, 80%). Thus, the mastery criterion was reached at the final post-test. Qualitative evidence indicated greater confidence, participation, vocabulary recall, and fluency, although explicit grammar instruction temporarily reduced enthusiasm for some students. Because only aggregate scores were available, no inferential statistical test was reported.

Keywords: Suggestopedia, *Plotagon* Animation, English Speaking Skills, Young learners, Classroom Action Research

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Introduction

Speaking skills are considered one of the most important communicative skills for English learners. In the contemporary globalized world, speaking plays a vital role in communication across various fields. Through speaking, individuals can express ideas, share knowledge, and convey viewpoints effectively. English speaking skills are highly valued because English functions as a lingua franca, meaning it is widely used for communication among people with different linguistic backgrounds. According to Ott (2024), English has served as a lingua franca since World War II and has become the primary language for international communication. It is extensively used in education, research, business, health, sports, engineering, entertainment, tourism, technology, medicine, and social and political contexts. Moreover, a significant amount of global information is available only in English. Therefore, speaking skills are regarded as a crucial communication tool in learning English (Sudarmo, 2024).

One teaching approach that has gained attention in foreign language learning is Suggestopedia. Suggestopedia is a teaching method that emphasizes learners' comfort and positive emotional states during the learning process. Rather than focusing heavily on explicit grammar instruction, this method exposes learners to language through suggestive teaching that enhances their sensory and psychological engagement. Suggestopedia places greater emphasis on learners' psychological aspects, which are often overlooked in traditional teaching practices. A variety of activities are commonly employed in this method, including dramatized texts, active participation, games, and songs.

Rashtchi (2018) outlines several key features of the suggestopedia teaching method. These include a relaxed learning environment that allows learners to feel comfortable in expressing their ideas, the use of art, drama, and music to create a positive and enjoyable atmosphere, peripheral learning that occurs through both conscious and unconscious processes, a free-error zone where learners' mistakes are not penalized, limited assignments as most learning occurs during class activities, and the teacher's role as a facilitator who plans activities and maintains learners' motivation. Due to these characteristics, Suggestopedia is considered suitable for young learners in modern educational contexts where technology is increasingly integrated into instruction.

The use of video-based media has also become a common strategy to enhance learners' motivation in language learning. *Plotagon* is an animation-based application available on mobile devices and personal computers that enables users to create animated videos by designing storylines, scripts, characters, settings, and emotional expressions. This application is considered appropriate for English language teaching because teachers can develop animated videos that align with instructional materials (Sinaga et al., 2024). Young learners, in particular, tend to prefer enjoyable learning experiences supported by visual and audio elements, such as animated videos.

Young learners generally refer to children up to approximately twelve years old, corresponding broadly to the elementary-school level (Ellis, 2014). They are often effective imitators, less self-conscious than older learners, and highly responsive to carefully structured classroom activities (Tamtowi, 2017). They tend to learn more effectively through interaction, meaningful contexts, and fluency-oriented activities than through extended abstract explanation. Consequently, they

require engaging media, short activity sequences, and opportunities to involve visual, auditory, and physical participation in learning (Fitria, 2013).

Teaching English speaking skills to young learners is considered valuable because children at this age are more receptive to acquiring pronunciation patterns similar to native speakers. Young learners also respond positively to songs, rhythm, and chants, which are effective in teaching stress patterns and rhythm in English (Palupi et al., 2022). These characteristics highlight the importance of selecting appropriate teaching methods and media that support young learners' speaking development.

Suggestopedia and *Plotagon* are expected to work together through a complementary sequence of affective support, multimodal modeling, and oral rehearsal. Suggestopedia creates a relaxed, non-punitive environment through music, positive suggestion, and a free-error atmosphere, which can reduce learners' reluctance to speak (Rashtchi (2018)). *Plotagon* then provides contextualized audiovisual models of pronunciation, vocabulary, sentence patterns, and conversational turn-taking (Astutik, 2019). When students repeatedly watch, shadow-read, role-play, and modify animated dialogues, the visual-verbal model is converted into guided and increasingly independent spoken production. The integration is therefore not merely the simultaneous use of a method and a medium; it is an instructional mechanism in which emotional safety supports willingness to speak, while animated dialogue provides a stable model for rehearsal and communicative performance.

This study was conducted with 20 fifth-grade students at a private elementary school in Central Java. Preliminary observation indicated limited participation and basic oral proficiency, while the pre-test showed that 7 of 20 students (35%) reached the minimum score of 70. The preliminary observation was used only to identify the classroom problem and was not converted into a percentage because no formal participation scale was applied at that stage. These conditions justified an action-research intervention designed to increase opportunities for supported speaking practice.

The study contributes a specific cycle-based instructional sequence for fifth-grade EFL learners that combines affective support (music, positive reinforcement, and a free-error climate) with animated modelling and progressive oral production (vocabulary preparation, repeated viewing, shadow reading, scripted role-play, grammar scaffolding, and dialogue improvisation). The sequence focuses on comprehension, vocabulary, grammar, fluency, pronunciation, and confidence, and is situated within the Merdeka Curriculum's emphasis on mindful, meaningful, and joyful learning. The study addressed two questions: (1) How did students' speaking performance change across the two action-research cycles? and (2) How did students perceive the integrated Suggestopedia-Plotagon learning process?

Literature Review

Previous studies have highlighted the effectiveness of the Suggestopedia method in improving students' English-speaking skills. Georgi Lozanov's suggestopedia-based language learning (SBLL) strategy creates a relaxed and enjoyable classroom atmosphere that encourages learners to actively engage in speaking activities. Syarifuddin et al. (2022) found that SBLL positively influences students' speaking development by providing opportunities to explore phonology,

vocabulary, word formation, and sentence structure in communicative contexts. Students feel more comfortable expressing ideas and developing sociolinguistic competence through interactive exercises. Similarly, Majali et al. (2020) reported that suggestopedia is more effective than conventional methods for improving young learners' speaking. However, its implementation requires well-prepared teachers who can integrate music, role play, games, and other artistic elements while considering learners' conscious and subconscious mental states.

Alongside pedagogical methods, the integration of technology has become increasingly important in English language teaching. Mudinillah (2022) demonstrated that the *Plotagon* application is suitable for teaching speaking skills, as it enables students to create professional 3D animated videos easily. This medium enhances learners' motivation, attention, and engagement in classroom activities. Supporting this view, Yuniarti et al. (2019) emphasized that technology integration aligns with Indonesia's pedagogical development under the K-13 and Merdeka curricula, promoting more flexible and autonomous learning. Nevertheless, teachers play a crucial role in guiding students to use technology positively and productively. Therefore, combining appropriate teaching methods with digital media can create more interactive and meaningful speaking instruction.

Suggestopedia itself is grounded in psychological and humanistic learning principles. Larsen and Anderson (2016) explained that this method, developed by Lozanov in 1966, aims to eliminate language anxiety and facilitate both conscious and unconscious learning. Deswarni et al. (2023) further described suggestopedia as an innovative approach that enhances students' motivation and participation through a relaxed learning environment. Majali et al. (2020) added that the method incorporates art forms such as music, songs, and visual media to support emotional comfort in learning. Rashtchi (2018) outlined key features of suggestopedia, including a relaxed environment, the use of music and drama, peripheral learning, a free-error zone, limited assignments, and a strong teacher role in managing classroom atmosphere. These characteristics make suggestopedia particularly suitable for young learners in technology-enhanced classrooms.

The instructional cycle of suggestopedia consists of four main stages: presentation, active concert, passive concert, and practice. Indriyani (2024) described the presentation stage as the teacher's effort to build a positive and relaxed atmosphere through greetings and light conversation. Rustipa (2011) explained that the active concert stage involves interactive language activities such as reading aloud, repetition, and role play supported by music. Harmer (2007) defined the passive concert as a relaxation phase in which students listen to teacher narration accompanied by music to optimize language acquisition. Finally, the practice stage allows learners to perform communicative activities; such as games, songs, and drama spontaneously without fear of making mistakes, reinforcing previously learned material.

Speaking skills themselves are fundamental to human communication and social interaction. Pali and Weu (2024) defined speaking as the process of constructing and sharing meaning through verbal and nonverbal symbols, while Zyoud (2016) and Zuhriyah (2017) viewed it as an interactive process involving producing, receiving, and processing information. To support speaking development, digital media such as *Plotagon* can be integrated into communicative teaching. Alwasilah (2019) and Oktavianingtyas et al. (2018) described *Plotagon*

as a user-friendly 3D animation software that enables learners to create story-based videos by designing characters, settings, and dialogues. Mudinillah et al. (2022) outlined its practical production steps, highlighting its accessibility for beginners. Therefore, combining the student-centered, low-anxiety environment of suggestopedia with creative animated media like *Plotagon* offers strong pedagogical potential for enhancing EFL learners' speaking proficiency.

Method

This study employed a two-cycle Classroom Action Research (CAR) design adapted from Kemmis and McTaggart's action-research spiral (Dawson, 2019). Each cycle comprised planning, action, observation, and reflection. Planning involved identifying the classroom problem and preparing the lesson plan, Plotagon materials, music, worksheets, observation checklist, and speaking rubric. Action involved implementing the planned instruction. Observation documented student participation and speaking performance, and reflection used the evidence to revise the following cycle. In this study, reflection on Cycle 1 informed the grammar scaffolding and dialogue-improvisation tasks used in Cycle 2.

CAR was selected because the study aimed to improve a specific classroom practice rather than estimate a population-level treatment effect Pali & Weu (2024). I implemented the lessons, while the classroom English teacher served as the observer. The design therefore emphasized iterative instructional improvement and descriptive evidence from multiple data sources Khasinah (2013).

The study comprised four 45-minute instructional meetings, with two meetings in each cycle. The complete schedule was as follows: a pre-test before Cycle 1; Cycle 1 Meeting 1, vocabulary preparation, repeated viewing of *My Last Holiday*, and shadow reading; Cycle 1 Meeting 2, paired rehearsal, role-play performance, and a Cycle 1 formative assessment; Cycle 2 Meeting 1, repeated viewing, simple-past scaffolding, and paired identification of language forms; Cycle 2 Meeting 2, dialogue adaptation based on students' holiday experiences, performance, and a Cycle 2 formative assessment; and a final post-test after Cycle 2. Observation occurred during all four meetings, while questionnaires and interviews were administered after the final post-test.

Research Subjects

The participants were 20 male fifth-grade students at a private elementary school in Central Java. The class was selected because preliminary observation and the pre-test indicated low confidence, limited vocabulary, pronunciation difficulties, and restricted participation in English-speaking activities. All participants experienced the same instructional sequence as part of their regular classroom learning.

Research Setting

The research was conducted at a private elementary school in Central Java during the 2024-2025 academic year. English was a compulsory subject, and the classroom had audio and visual facilities that supported the use of background music and *Plotagon* videos. The setting also supported interactive and student-centered learning activities.

Data Collection Techniques

Data were collected through structured classroom observation, a pre-test, two cycle-level formative speaking assessments, a final post-test, student questionnaires, and semi-structured interviews.

Observation used a structured checklist and field notes to record attention to teacher explanations, ability to follow the learning procedures, participation in group speaking, interest in Plotagon and vocabulary activities, help-seeking, responses to instructions, and task completion. Field notes additionally documented hesitation, confidence, fluency, pronunciation, and difficulties during grammar instruction Ciesielska & Jemielniak (2017),

The pre-test was administered before Cycle 1 to establish students' initial speaking performance (Salim et al., 2008). It used the same assessed dimensions as the subsequent speaking assessments: comprehension, vocabulary, grammar, fluency, and pronunciation.

A formative speaking assessment was administered at the end of each cycle to guide reflection and revision. A final post-test was administered after Cycle 2 to determine whether the classroom success criterion had been reached.

Semi-structured interviews were conducted after the intervention to explore students' experiences of the classroom atmosphere, Plotagon videos, role-play, dialogue improvisation, and speaking confidence (Fontana & Frey, 2005).

The questionnaire used four response categories (strongly agree, agree, disagree, and strongly disagree) and covered three areas: interest in the learning activities, motivation and comfort, and perceived support for pronunciation and speaking development.

Data Analysis

Quantitative data were analyzed using descriptive statistics: the class means, the number of students scoring 70 or above, and the corresponding mastery percentage for the pre-test, Cycle 1 assessment, Cycle 2 formative assessment, and final post-test. Because the available dataset contained aggregate results rather than complete matched individual scores and did not report assumption checks or a test statistic, no paired-samples t-test or other inferential test was used. Qualitative data from observations, interviews, and questionnaires were summarized by recurring themes and used to interpret the performance changes Denzin (2007).

Two English-language education experts reviewed the instruments for content relevance, clarity of instructions, language appropriateness, alignment with the research objectives, and suitability for fifth-grade students. Because no numerical validity coefficient was available, the instruments are described as expert-reviewed and judged appropriate for classroom use after revision rather than as statistically validated.

Method and data-source triangulation were used to strengthen the credibility of the findings (Natow, 2020; Schlunegger et al., 2024). Speaking-assessment results were cross-checked with observation records, questionnaire patterns, and interview responses. Convergence among these sources was interpreted as support for the classroom-level findings, not as proof of a causal effect.

Research Procedures

The Classroom Action Research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages (Rahayu et al.,

2025). Cycle 1 focused on vocabulary preparation, repeated exposure to a *Plotagon* dialogue, shadow reading, scripted pair role-play, and individual or paired speaking performance. The observer documented participation and difficulties, and the Cycle 1 formative assessment provided evidence for reflection.

Cycle 1 reflection identified hesitation in sentence formation and weaknesses in the use of the simple past tense. Cycle 2 therefore retained the relaxed atmosphere, music, video, and role-play, but added grammar examples taken from the dialogue, paired identification tasks, repeated oral practice, and the creation of personalized dialogues.

The classroom action was considered successful when at least 75% of students scored 70 or above, and the observation evidence showed improvement in speaking fluency and participation. The numerical criterion was assessed at each cycle-level assessment and at the final post-test.

Findings and Discussion

Implementation of Suggestopedia Utilizing *Plotagon*

The intervention was implemented in four 45-minute meetings across two CAR cycles. In both cycles, background music, positive reinforcement, animated dialogue, repeated oral practice, and a non-punitive response to errors were used to connect the affective principles of Suggestopedia with the modeling functions of *Plotagon*.

Cycle 1: Initial Implementation

Cycle 1 planning produced a lesson sequence centered on the *Plotagon* video *My Last Holiday*, a vocabulary list, the dialogue script, an observation checklist, and a speaking rubric covering comprehension, vocabulary, grammar, fluency, and pronunciation. The success criterion was at least 75% of students scoring 70 or above, together with observable improvement in fluency and participation.

During Meeting 1, the teacher established a relaxed atmosphere with background music, greetings, and a short question about students' holiday experiences. Students then practiced target vocabulary through listening, repetition, and shadow reading. They watched *My Last Holiday* twice with access to the script and rehearsed the dialogue in pairs, changing roles during repeated practice.

During Meeting 2, students reviewed the vocabulary and video, rehearsed the dialogue with a partner, and performed the scripted role-play for the class. The teacher and peers responded supportively, and errors were corrected without penalties that might discourage further speaking.

Cycle 1 Evidence and Reflection

Observation records indicated that students attended to the video and participated in pair work, but several still hesitated when producing complete sentences. Some could pronounce newly introduced vocabulary yet had difficulty constructing accurate simple-past sentences. This pattern suggested that vocabulary modeling and scripted rehearsal were helpful, while sentence formation required additional scaffolding.

The Cycle 1 formative assessment produced a mean of 73, and 11 of 20 students (55%) scored 70 or above. This represented an increase from the pre-test mean of 60.75 and mastery percentage of 35%, but it did not meet the 75% success criterion.

Reflection therefore led to three revisions for Cycle 2: explicit but brief simple-past support using examples from the video, additional paired oral rehearsal, and a transition from reproducing the provided script to adapting the dialogue around students' own holiday experiences.

Cycle 2: Revised Implementation

During Cycle 2 Meeting 1, students rewatched the *Plotagon* dialogue, repeated selected exchanges, and examined simple-past forms drawn from the script. In pairs, they identified examples, explained their choices, and practiced the same forms orally. This sequence linked grammar explanation directly to a familiar audiovisual context.

During Meeting 2, students used a worksheet to modify the original dialogue with information from their own experiences. They rehearsed the revised conversation and performed it for the class. The task increased the demand from scripted repetition to guided improvisation while retaining the *Plotagon* dialogue as a language model.

Cycle 2 Evidence and Reflection

Observer field notes indicated more evenly distributed participation, clearer use of simple-past forms, and fewer pauses in several performances. Pronunciation difficulties remained for a small number of words. The notes also recorded temporary confusion and reduced enthusiasm during the more explicit grammar explanation, although engagement increased again when students returned to pair work and dialogue performance.

The Cycle 2 formative assessment produced a mean of 80.75, with 14 of 20 students (70%) scoring 70 or above. Performance had improved descriptively, but the mastery percentage was still below the 75% criterion.

On the final post-test administered after Cycle 2, the mean reached 86, and 16 of 20 students (80%) scored 70 or above. The numerical success criterion was therefore met at the final post-test. The distinction between the Cycle 2 formative assessment and the final post-test explains the two different Cycle 2-related values reported in Table 1.

Across the two cycles, the performance pattern was accompanied by qualitative evidence of greater willingness to perform, better recall of expressions from the animated dialogue, and increased confidence during role-play. These observations help interpret the descriptive score changes but do not isolate the contribution of any single instructional component.

Descriptive Changes in Speaking Performance

The quantitative analysis was limited to descriptive comparison across four assessment points. The mean scores were 60.75 on the pre-test, 73 on the Cycle 1 formative assessment, 80.75 on the Cycle 2 formative assessment, and 86 on the final post-test. The corresponding mastery percentages were 35%, 55%, 70%, and 80%.

Table 1 presents the class means and the number and percentage of students scoring 70 or above at each assessment point.

Table 1. Descriptive Speaking Performance Across Assessments

	Number of Students Scoring 70 or above	Mean Score	Mastery Percentage
Pre-test	7/20	60.75	35%

		Number of Students Scoring 70 or above	Mean Score	Mastery Percentage
Cycle 1	1			
formative assessment		11/20	73	55%
Cycle 2	2			
formative assessment		14/20	80.75	70%
Final post-test		16/20	86	80%

The class means increased by 12.25 points from the pre-test to Cycle 1, by 7.75 points from Cycle 1 to the Cycle 2 formative assessment, and by 5.25 points from the Cycle 2 formative assessment to the final post-test. Across the complete sequence, the mean increased by 25.25 points and the mastery percentage increased from 35% to 80%. Because the success criterion required at least 75% mastery, it was achieved only on the final post-test.

The largest early increase coincided with the introduction of a low-anxiety routine, repeated video exposure, vocabulary rehearsal, and scripted role-play. Later gains occurred as students moved toward more demanding grammar-supported and personalized dialogue tasks. These temporal associations are educationally relevant, but they should not be interpreted as statistical proof that the integrated method alone caused the improvement.

The pattern is consistent with previous studies reporting that Suggestopedia and animated media can support speaking, vocabulary, pronunciation, engagement, and confidence (Indriyani, 2024; Khusnul Khowatim et al., 2022; Mudinillah et al., 2022).

The present CAR study extends this work by documenting how the instructional sequence was revised between cycles.

Students' Perspectives on Suggestopedia Integrated with *Plotagon*

Students' perspectives were examined through the interest, motivation, and comprehension questionnaire sections, together with interviews and classroom observation. The questionnaire percentages are reported descriptively because the instrument was used to summarize classroom responses rather than to estimate a population parameter.

Table 2. Students' Interest Questionnaire Results

No.	Statement	SA	A	D	SD
1	I like learning English in groups.	10%	55%	15%	20%
2	Watching the <i>Plotagon</i> video made the class more fun and interesting.	25%	45%	30%	-
3	I want to learn English using this method again in the future.	15%	50%	25%	10%
4	I enjoy learning English using animated videos like <i>Plotagon</i> .	25%	55%	20%	-
	Average	19%	51%	23%	8%

Across the four interest items, an average of 70% of responses were either strongly agree or agree. Specifically, 65% of students reported enjoying group

learning, 70% considered the *Plotagon*-supported class fun and interesting, 65% wanted to use the method again, and 80% enjoyed learning English through animated videos. The results indicate generally positive interest, although 30% disagreed that *Plotagon* made the class more fun and 35% did not express a desire to use the method again.

Table 3. Students' Motivation Questionnaire Results

No	Statement	SA	A	D	SD
1	The use of relaxing background sound made me enjoy the learning process.	25%	65%	10%	-
2	I felt more confident speaking English after watching the <i>Plotagon</i> video.	10%	75%	15%	-
3	The teacher made me feel comfortable speaking English in front of the class.	10%	75%	15%	-
	Average	15%	72%	13%	-

The motivation section showed that an average of 87% of responses were strongly agree or agree. Ninety percent of students reported enjoying the relaxing background sound, 85% felt more confident after watching the *Plotagon* video, and 85% felt comfortable speaking in front of the class. These responses support the observation that the affective features of the lesson were associated with greater willingness to participate.

Table 4. Students' Perceived Comprehension and Speaking Support

No	Statement	SA	A	D	SD
1	The <i>Plotagon</i> video helped me understand how to pronounce English words correctly.	35%	60%	5%	-
2	The activities in class (roleplay, speaking practice) helped me speak English better.	25%	60%	5%	-
3	I think my English-speaking skills improved through this method.	10%	65%	25%	-
	Average	23%	62%	12%	-

In the comprehension section, 95% of students agreed or strongly agreed that *Plotagon* supported pronunciation, 85% reported that role-play and speaking practice helped them speak better, and 75% perceived improvement in their overall English-speaking skills. These are self-reported perceptions and should be interpreted alongside, rather than as substitutes for, the speaking assessment results.

Interview responses were consistent with the questionnaire pattern. Students described the background music and supportive classroom interaction as making them feel calmer and more willing to speak. Role-play and dialogue adaptation were frequently identified as enjoyable activities, and students reported that repeated exposure to the *Plotagon* conversation helped them remember vocabulary and sentence patterns related to holiday experiences.

The structured observation percentages were broadly stable across the two cycles, with consistently high participation in group speaking activities and sustained interest in *Plotagon*-supported speaking. Help-seeking increased slightly from 65% to 70%, while reported interest in vocabulary learning decreased from

80% to 70%. Field notes added contextual detail by recording improved confidence and fluency during performance but lower enthusiasm during explicit grammar explanation.

Table 5. Structured Observation Checklist Results

	Cycle 1	Cycle 2
Paid attention to the teacher's explanation.	60%	60%
Followed the Suggestopedia- <i>Plotagon</i> learning procedures.	60%	60%
Participated in group speaking activities.	100%	100%
Showed interest in speaking activities using <i>Plotagon</i> .	80%	80%
Showed interest in vocabulary learning through <i>Plotagon</i> .	80%	70%
Practiced speaking through Suggestopedia activities.	70%	70%
Asked the teacher when difficulties occurred.	65%	70%
Responded actively to teacher instructions.	65%	65%
Completed the assigned tasks.	75%	75%

These findings are consistent with previous research reporting that affective teaching methods combined with animated video media improve speaking skills, pronunciation, vocabulary mastery, and learner confidence (Indriyani, 2024; Khusnul Khowatim et al., 2022; Mudinillah et al., 2022).

The Students' Perspectives on Suggestopedia Utilizing *Plotagon*

Students' perspectives were examined through the interest, motivation, and comprehension questionnaire sections, together with interviews and classroom observation. The questionnaire percentages are reported descriptively because the instrument was used to summarize classroom responses rather than to estimate a population parameter.

Table 2. The Students' Interest Questionnaire Result

	Statement	SA	A	D	SD
1	I like learning English in groups.	10%	55%	15%	20%
2	Watching the <i>Plotagon</i> video made the class more fun and interesting.	25%	45%	30%	-
3	I want to learn English using this method again in the future.	15%	50%	25%	10%

4	I enjoy learning English using animated videos like <i>Plotagon</i> .	25%	55%	20%	-
	Average	19%	51%	23%	15%

Across the four interest items, an average of 70% of responses were either strongly agree or agree. Specifically, 65% of students reported enjoying group learning, 70% considered the *Plotagon*-supported class fun and interesting, 65% wanted to use the method again, and 80% enjoyed learning English through animated videos. The results indicate generally positive interest, although 30% disagreed that *Plotagon* made the class more fun and 35% did not express a desire to use the method again.

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No	Statement	SA	A	D	SD
1	The use of relaxing background sound made me enjoy the learning process.	25%	65%	10%	-
2	I felt more confident speaking English after watching the <i>Plotagon</i> video.	10%	75%	15%	-
3	The teacher made me feel comfortable speaking English in front of the class.	10%	75%	15%	-
	Average	15%	72%	13%	-

The motivation section showed that an average of 87% of responses were strongly agree or agree. Ninety percent of students reported enjoying the relaxing background sound, 85% felt more confident after watching the *Plotagon* video, and 85% felt comfortable speaking in front of the class. These responses support the observation that the affective features of the lesson were associated with greater willingness to participate.

Table 4. The Students' Comprehension Questionnaire Result

No	Statement	SA	A	D	SD
1	The <i>Plotagon</i> video helped me understand how to pronounce English words correctly.	35%	60%	5%	-
2	The activities in class (roleplay, speaking practice) helped me speak English better.	25%	60%	5%	-
3	I think we improved my English-speaking skills through this method.	10%	65%	25%	-
	Average	23%	62%	12%	-

In the comprehension section, 95% of students agreed or strongly agreed that *Plotagon* supported pronunciation, 85% reported that role-play and speaking practice helped them speak better, and 75% perceived improvement in their overall

English-speaking skills. These are self-reported perceptions and should be interpreted alongside, rather than as substitutes for, the speaking assessment results.

Interview responses were consistent with the questionnaire pattern. Students described the background music and supportive classroom interaction as making them feel calmer and more willing to speak. Role-play and dialogue adaptation were frequently identified as enjoyable activities, and students reported that repeated exposure to the *Plotagon* conversation helped them remember vocabulary and sentence patterns related to holiday experiences.

The structured observation percentages were broadly stable across the two cycles, with consistently high participation in group speaking activities and sustained interest in *Plotagon*-supported speaking. Help-seeking increased slightly from 65% to 70%, while reported interest in vocabulary learning decreased from 80% to 70%. Field notes added contextual detail by recording improved confidence and fluency during performance but lower enthusiasm during explicit grammar explanation.

Table 5. The Observation Result

	Cycle 1	Cycle 2
Heeds the teacher's explanation.	60%	60%
Understand the use of suggestopedia method by <i>plotagon</i> .	60%	60%
Work in groups to compete in speaking skills	100%	100%
Attracted to learning speaking skills using <i>plotagon</i>	80%	80%
Attracted to learning vocabulary through <i>plotagon</i>	80%	70%
Easily practice speaking skills using suggestopedia	70%	70%
Sometimes ask the teacher if they still find difficulties	65%	70%
Actively respond to commands given by the teacher	65%	65%
Carry out the assignment well	75%	75%

During the learning process, students expressed enjoyment in Cycle 1, especially when using the Suggestopedia method combined with *Plotagon* videos. The animated videos made the lessons engaging and motivated students to participate actively. However, in Cycle 2, when the focus shifted to grammar explanations, several students appeared confused and less enthusiastic. This suggests that while the method was effective in creating a relaxed learning environment, it was less suitable for delivering explicit grammar and structure lessons.

On the other hand, for improving speaking skills, the method proved to be highly effective. It encouraged students to express themselves freely, practice speaking more naturally, and build their confidence. The unique support of *Plotagon* videos also helped students to easily recall conversations and vocabulary presented during the lessons. Overall, students perceived the use of Suggestopedia with *Plotagon* as enjoyable and beneficial, particularly for enhancing speaking fluency and confidence; however, its effectiveness was limited when teaching grammar explicitly.

Discussion

The relaxed atmosphere may have reduced speaking anxiety by lowering the perceived social cost of making errors. Background music, positive reinforcement, and the free-error orientation of Suggestopedia signaled that oral participation was valued more than immediate perfection. This interpretation is supported by questionnaire and interview responses concerning comfort and confidence, although the study did not administer a standardized anxiety scale. Repeated exposure to the same *Plotagon* dialogue also provided a stable audiovisual reference for pronunciation, vocabulary, sentence patterns, and turn-taking. Watching, reading, shadowing, and later retrieving the same expressions likely supported recall because students encountered the language through several connected activities rather than a single presentation.

Role-play may have supported fluency and confidence by increasing rehearsal time, reducing the need to generate all content spontaneously, and allowing students to perform first with a partner. The progression from a provided script to a personalized dialogue gradually increased independence while retaining linguistic support. By contrast, explicit grammar instruction temporarily reduced enthusiasm because it increased cognitive demand and shifted the lesson from animated, interactive performance toward rule-focused explanation. The return to video examples and immediate pair practice appeared to restore engagement. Among the Suggestopedia features, the non-punitive atmosphere, music-supported relaxation, positive teacher responses, and repeated dramatic practice appeared most influential. These features also align with the Merdeka Curriculum's emphasis on mindful attention, meaningful contextualization, and joyful participation.

The improvement cannot be attributed exclusively to the Suggestopedia-*Plotagon* integration. Repeated practice, increased teacher attention, familiarity with the topic and assessment format, peer support, and normal learning over four meetings may also have contributed. The single-class CAR design, small sample, absence of a comparison group, aggregate score reporting, and lack of a standardized anxiety measure limit causal and statistical interpretation. The findings therefore support the instructional usefulness of the sequence in this classroom rather than a generalizable claim of superiority. Future studies should retain individual-level scores, report rubric reliability, use a comparison condition where feasible, and examine which component of the integrated sequence contributes most strongly to speaking development.

Overall, the findings indicate that Suggestopedia utilizing *Plotagon* videos effectively created a supportive, engaging, and motivating learning environment. The method not only improved students' speaking performance statistically but also enhanced their confidence, motivation, and positive attitudes toward learning English. These results reinforce previous studies highlighting the benefits of integrating Suggestopedia with animated video media for young learners' speaking development (Rahma et al., 2025; Sinaga et al., 2024).

Conclusion

The implementation of Suggestopedia combined with *Plotagon* videos through two cycles of Classroom Action Research significantly enhanced students' English-speaking skills by creating a relaxed, supportive, and low-anxiety learning environment enriched with background music, animated videos, vocabulary

development, and role-playing activities. The teacher's role as a facilitator encouraged active participation and built students' confidence in expressing ideas. This instructional approach was aligned with the Merdeka Curriculum, particularly the principles of mindful, meaningful, and joyful learning, integrating cognitive engagement with positive emotional experiences. Quantitative results revealed a substantial improvement in students' performance, with the mean score increasing from 60.75 in the pre-test to 86 in the post-test and the percentage of students meeting the minimum mastery criterion rising from 35% to 80%. Significant progress was evident in vocabulary mastery, fluency, pronunciation accuracy, and grammatical competence, especially in using the Simple Past Tense. Furthermore, qualitative data from observations, questionnaires, and interviews indicated positive student perceptions, increased motivation, greater confidence, and active involvement throughout the learning process, confirming the effectiveness and pedagogical value of this blended instructional strategy.

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