



Effective English Learning and Character Education for Young Learners through Animated Video of Indonesian Folklore

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ABSTRACT

The objective of this study is to determine the effectiveness of learning English for junior high school students on local Indonesian literature in English, listening and understanding the content of English language skills based on the popular Indonesian folktale "Timun Emas" uploaded on Andree Rivan Kurniawan's YouTube channel. This study was conducted at State Junior High School (SMP) of 5 Rakit Kulim from August to October 2021 for 20 of seventh grade junior high school students and 26 of the eighth grade students. Based on the results of this study, the values of character education implied in the Timun Mas video story were religious, honest, creative, independent, curious, communicative, hardworking, peace-loving, socially caring, and responsible. The results of this research on the effectiveness of YouTube's animated video learning media reveal that students maintain a positive attitude about learning English through animated videos. Students stated that animated films not only help them improve their listening and speaking skills, but also aid them in learning English vocabulary and sentence structure. This study's findings also imply that animated movies provide junior high school English teachers with extensive English vocabulary and sentence structures, as well as boost learning through engaging activities in English teaching.

Keywords: *effectiveness; English learning; YouTube; animated video*

INTRODUCTION

There are numerous advantages to using media in the teaching and learning process. Several experts believe that learning media has positive effects (benefits). The benefits of media in the student learning process include improved focus on the subject during learning and increased enthusiasm for learning (Bonwell & Eison, 1991). Both teaching materials are clearer, allowing the objectives of teaching and learning activities to be fulfilled and students to master the subject well (Loucks-Horsley, 1987). The student participants participate in a variety of activities when studying since they do not only listen to the teacher's subject but also engage in activities such as observing, practicing something, and many others (Bender, 2012).

YouTube helps classroom teaching and learning processes (Nasution, 2019), which enable students to present subject or information in front of the class to help them study together. Students only have to pay attention to the video subject material to ensure that the information delivered is reliable and accurate (Brame, 2016). YouTube videos can provide students with a visual representation of varied conditions, and enable them to see the actual conditions (Almurashi, 2016). Using YouTube video as a teaching tool allows students' learning activities to be more focused; additionally, YouTube media is believed to be able to provide information that can be seen and heard. This can encourage students to learn while also providing them with new experiences (Duffy, 2008).

Prior to the 2013 Curriculum, English teaching in schools was based on the 2006 Content Standards and a genre-based approach. This approach emphasizes the importance of various types of text, particularly in terms of social functions, linguistic features, and generic structure (Gintings, 2020). In junior high and high school, there are five basic sorts of texts taught: narrative texts, recount texts, descriptive texts, procedural texts, and report texts. Narrative texts featuring stories such as folk tales, fairy tales, and fables are taught in junior and senior high school (Hidayanti, 2018).

Curriculum 2013 was introduced in 2013 as a revised English teaching curriculum. The study of Core Competencies (CC) at both the SMP/MTs and SMA/MA levels reveals that Competency Number 2 emphasizes improving affective competence, which is closely related to character education. According to the Guidelines for the Implementation of Character Education, 18 character qualities must be instilled in students: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit (11) Love for the Motherland (12) Acknowledging Achievements (13) Friendly/Communicative, (14) Peaceful Love, (15) Love to Read, (16) Environmental Concern, (17) Social Concern, and (18) Responsibility (Satria & Shahbana, 2020).

Many previous studies have been conducted to examine how the role of YouTube as a learning platform is used to improve English language skills in young learners, including; YouTube animated video to improve university students' speaking skills in the English language education class (Siahaan et al., 2021); Cocomelon YouTube Channel to introducing Children's English vocabulary to children 6 to 12 years old (Anggraini et al., 2022); YouTube video in teaching and learning writing for seventh grade students (Siahaan et al., 2021); traditional puppet show on YouTube as ELT media for building students' character (Purandina & Wedananta, 2021). Based on the results of those studies, one of the factors influencing students' lack of enthusiasm in learning English was the teacher's teaching technique, which was ineffective and did not vary in the learning and learning process, particularly in learning to write and speak. We generally know that how learning materials are presented to students has a significant impact on a teacher's effective teachings. Consequently, teachers must study, develop, and even create successful strategies to encourage students to learn and improve their English vocabulary mastery, one of which is computer-assisted learning through YouTube (Brünner, 2013).

METHOD

The objective of this study is to measure the effectiveness of YouTube animated video-based English learning material for junior high school students. The data is presented in the form of a video entitled "Timun Emas Indonesian Folktales for ESL" was retrieved from: <https://www.youtube.com/watch?v=sNhoalPr7Io>. The data in the animated fairy tale "Timun Mas" on YouTube is examined based on linguistic expressions that feature character values. The researcher took the essence of each sentence in each verbal expression in Timun Mas's animated video and collected data by listening and taking notes. The implementation of the survey data is fully part of the qualitative methods that have been carried out to the respondents via the interview method. Data collection via interview is a method or technique that uses face-to-face interviews to obtain information or data from interviewees or respondents.

The general description of the study includes a classroom with a rather large room. This study was conducted at State Junior High School (SMP) 5 of Rakit Kulim from August to October 2021 for seventh grade junior high school students (20) and eighth grade junior high school students (26). Classrooms include speakers and an LCD projector. The school has a library with many English books and dictionaries to help with the teaching and learning of English. Excellent classroom environment

and supportive for the English teaching and learning process. This school also has prospective teachers. They are striving to expand their knowledge and encourage their students to reach their full potential. In practice, learning happens naturally, much like regular learning, so students do not even feel that they are being examined. It is expected to attain research validity in this research context. The researchers used two types of factors in this study: learning through animated video and students' enthusiasm in learning English.

RESULTS AND DISCUSSION

1. The effectiveness of learning English with folklore animated videos

The video content offered unique animation effects and is easily accepted by students from all backgrounds, particularly students from First Level Public Schools. The animated YouTube video "Timun Emas Indonesian Folktales for ESL" is available in English at <https://www.youtube.com/watch?v=sNhoalPr7Io>

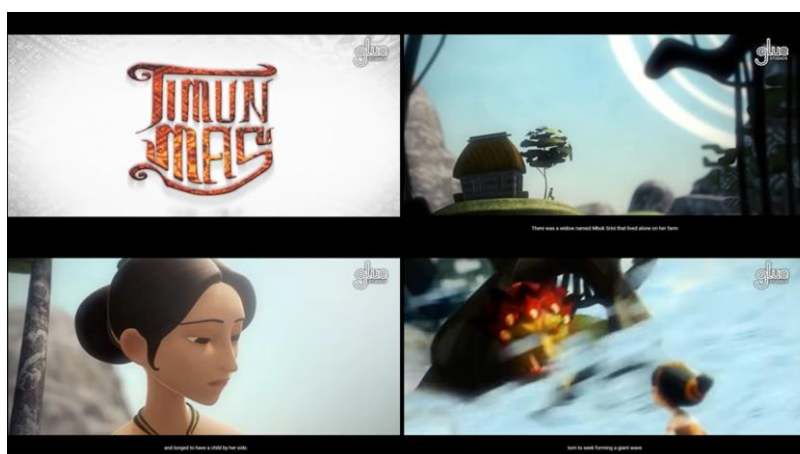
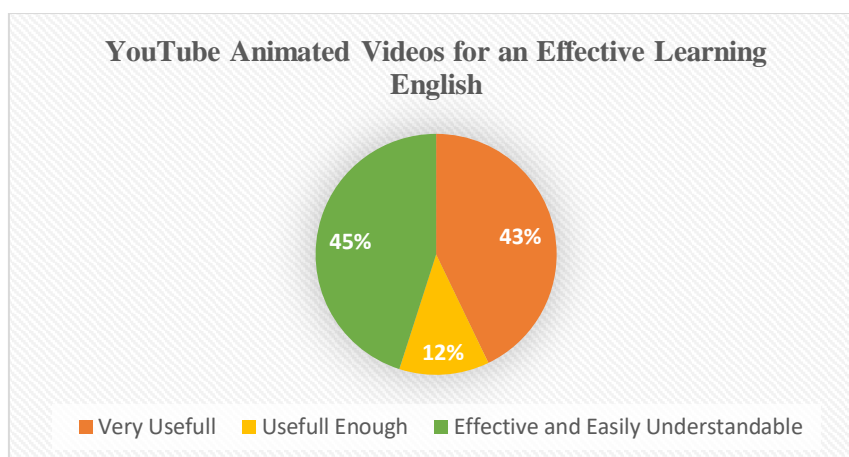


Figure 1. YouTube Animated Video Scenes of Timun Mas

The accompanying music in the video is light music that fits to the presentation of the material in order to increase the video's attractiveness. The video has a runtime of 7 minutes and 15 seconds so that the content of the material may be communicated simply and clearly without taking a long time, that can lead in overwhelming students who learn through the video. Thus, the video is short in length, but the material is fully conveyed and valuable to students who watch it.

To obtain more accurate results, a questionnaire was sent to students who watched the animated video based on English learning. Based on the study results, the majority of participants thought that learning English using animated videos on YouTube was very effective.



As many as 43% of respondents, YouTube learning resources are incredibly useful for students, while 12% find it quite useful. Furthermore, 45% of respondents indicated that online learning is more effective and understandable because the content can be replayed and played back.

Furthermore, the results in the graph above suggest that animated video can draw students' attention in learning English, which was previously thought to be boring and stressful. Thus, students can expand their understanding of their daily problems related to English lessons and find solutions to numerous problems they encounter on a regular basis. Based on the learning situation, it is discovered that students keep a favorable attitude toward learning English using animated video. Students indicated that animated videos help them learn English vocabulary and sentence structure in addition to improving their listening and speaking skills. This study's findings also imply that animated videos provide junior high school English teachers with extensive English vocabulary and sentence structures, and that engaging activities in enhancing the classroom learning.

2. Character Education in Timun Mas Animated Video on YouTube

In addition to the potential benefits of YouTube video learning on local stories, we can also glean moral messages. Moral messages from those other stories have good value as the other side of animated story videos as material for learning English. YouTube animated story videos can be used to not only develop language skills but also to improve students' multiple intelligences. At a glance, the animated folklore on YouTube, "Timun Mas," reminds us that evil intentions, such as those of a giant, can cause harm. Students are also expected to always try, work hard, have self-confidence, and be able to overcome all hardships in life.

Teachers should be creative in terms of learning in the classroom or outside of school to ensure that learning English, particularly understanding vocabulary and simple sentences, interesting and easy to understand. This is more effective when students learn through interesting activities. The use of animated videos based on the folklore of "Timun Mas" has its roots in the advancement of computer-based learning models and web sites. Educators use video to teach the target material being studied, which includes directing students on the screen, explaining the material, or using animated videos to explain the subject in an animated story.

The Timun Mas fairy tale teaches the following character values: 1). Religious, defined as an obedient attitude and conduct in carrying out his/her religion's teachings, tolerance for the implementation of worship of other religions, and living in harmony with devotees of other religions. In the Timun Mas story, among other things, the worth of religious characters is shown by the word "pray" in the sentence "pray always so that God saves you." This line demonstrates that Timun Mas

must always pray to God in order to avoid being chased by the giant. 2). Honest, defined as behavior based on efforts to become a person who can always be trusted based on his words, actions, and work. The value of honest characters is shown in the sentence "oh, it turns out that the giant doesn't lie," as in the Timun Mas fairy tale. The sentence shows that the giant did not lie in order to give Mbok Rondo a child. 3). Creative, defined as thinking and doing something to develop new ways or outcomes from something previously possessed. The statement "with alacrity, Timun Mas jumps to the side and dodges away" from the fairy tale Timun Mas reflects the value of creative character. This sentence shows Timun Mas behaving responsibly by jumping to avoid the giant. 4). Independent value is an attitude that is not easy to depend on others in completing tasks or problems. 5). Curious, is an attitude and behavior that seeks to learn more deeply and comprehensively from what is learned, seen, and heard. In the animated fairy tale YouTube video Timun Mas, the character value of curiosity is stated in the statement "Mbok Rondo is particularly fascinated in the huge cucumber, she picked and brought home the biggest fruit."

6). Communicative, i.e. acts that show a person's feeling of communicating, getting along, and cooperating with others. In the Timun Mas fairy story, the value of communicative characters is expressed in the line "hi, Mbok Rondo, do you want children?" "I can grant your wish," the giant said loudly. The line indicates that the giant character communicated with Mbok Rondo in order to provide him a child. 7). Hardworking, defined as attitude that shows genuine efforts in overcoming various obstacles to learning tasks and completing activities as efficiently as possible. It is mentioned in the Timun Mas tale, among other sources, that "every day Mbok Rondo waters the cucumber seeds". This statement proves that the character Mbok Rondo works tirelessly every day to water the cucumber seeds so that they bear fruit as soon as possible. 8). Peace-loving, defined as attitudes, words, and deeds that make others feel pleased and safe in the presence of the lover. The line shows the significance of the peaceful character "You will not have to worry about anything from now on, my child. You don't have to be terrified of the giant because the antidote is already in your hands." Mbok Rondo instructed Timun Mas to keep calm since Timun Mas would be safe with an antidote to battle the Giant. 9). Socially caring, defined as attitudes that always provide help to other people and communities in need. In the Timun Mas fairy story, there is a social care character value between the words "hi, Mbok Rondo, if you want your child to be safe, ask for help from a hermit in Gandul Hill." The line demonstrates that someone who is supernatural cares, thus he wishes to assist Mbok Rondo in saving Timun Mas by instructing her to meet the Hermit in Gandul Hill. 10). Responsible, is a person's attitude and behavior toward carrying out her duties and commitments to herself, society, the environment, country, and God. There is a character of responsibility in the Timun Mas fairy tale, as evidenced by the words "she named the little baby Timun Mas." The line implies that the character Mbok Rondo is in charge of the baby girl, whom Mbok Rondo named on the cucumber.

CONCLUSION

Based on the findings of the research and discussion, it is considered that the values of character education implied in the animated YouTube video of Timun Mas video tale include religious, honest, creative, independent, curious, communicative, hardworking, peace-loving, socially caring, and responsible. The results of this study on the effectiveness of YouTube's animated video learning media revealed that students maintain a positive attitude about learning English through animated videos. Students noted that animated videos not only help them enhance their listening and speaking skills, but

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also help them acquire English vocabulary and sentence structure. This study's findings also imply that animated videos provide junior high school English teachers with insight into English vocabulary and sentence structure, as well as enhance learning through engaging activities in the classroom learning.

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