THE USE OF ANIMATED VIDEO IN TEACHING *INTRODUCING FAMILY MEMBERS* OF GRADE SEVEN STUDENTS AT AL-FALAH JUNIOR HIGH SCHOOL

Lucky Yoga Febrianto

English Department, Languages and Arts Faculty, State University of Surabaya
yogafebriant@gmail.com

Ririn Pusparini, S.Pd., M.Pd.

English Department, Languages and Arts Faculty, State University of Surabaya
rrn.puspa@gmail.com

Abstrak

Materi pembelajaran adalah satu factor yang sangat penting dalam pembelajaran bahasa (Kerner, 2008). Penggunaan materi yang otentik saat ini dianggap sebagai jalan keluar dalam permasalahan ini. Materi yang otentik sangat dibutuhkan oleh siswa. Semaking otentik *input*-nya semakin baik penguasaan bahasa siswa tersebut. Kerner (2008) meyakini bahwa dengan mempertontonkan sepotong bagian dari video sebagai media pembelajaran bahasa Inggris sangatlah bermanfaat karena video tersebut mengandung materi yang otentik yang mana bahasa digunakan sebagaimana mestinya sebagai alat berkomunikasi. Selain itu, penggunaan sepotong bagian dari video diyakini mampu menjadi sarana berbagi pengalaman (Tuncay, 2014). Selain itu, video diyakini sebagai media yang dinamiis untuk pengajaran EFL daripada hanya gambar atau rekaman suara karena video menampilkan penggunaan bahasa Inggris dalam konteks kehidupan yang *real* daripada yang abstrak (King, 2002). Selain itu, penggunaan video dalam pembelajaran EFL juga merupakan pengalaman belajar yang *refreshing* untuk mereka yang bosan akan *drilling* kosakata dan tata bahasa Inggris karena video dapat member mereka kesempatan untuk mengenal penggunaannya dalam kehidupan sehari-hari yang tidak akan pernah mereka dapatkan dalam buku pelajaran (King, 2002). Menggunakan deskriptif kualitatif, penelitian ini bertujuan untuk mendeskripsikan prosedur penggunaan video animasi dalam pengajaran *introducing family members* pada siswa kelas tujuh SMP Al-Falah. Hasil dari penelitian menunjukkan bahwa guru telah menggunakan video animasi untuk pembelajaran bahasa Inggris sesuai dengan prosedur yang dirumuskan oleh Kuriyama (2007). Selain itu, hasil dari kuisioner menunjukkan bahwa terdapat beberapa alas an untuk menggunakan video animasi sebagai media pembelajaran bahasa Inggris. Dapat disimpulkan bahwa guru telah menggunakan video animas dalam pembelajaran bahasa Inggris yang sesuai dengan prosedur yang dirumuskan oleh *expert* pada penelitian sebelumnya.

Kata kunci: *Animated Cartoon, Integrated Learning, Introducing Family Members*

Abstract

Learning material is a very important factor in language learning (Kerner, 2008). The provision of authentic materials has now been regarded as the key to overcome this problem. Authentic materials are really needed by students to be absorbed. The more authentic the input the better students acquire the language. Kerner (2008) believed that viewing a segment of video as a medium to teach English is beneficial for it contains authentic materials where the language is used in its function as a means of communication. Besides, it is also believed to be an effective form of immediate shared experience (Tuncay, 2014). Furthermore, video is believed to be a more dynamic medium of EFL teaching rather than pictures and audio recording since it presents English in real life context rather than in the artificial situations (King, 2002). Instead, using video in teaching EFL is also a refreshing learning experience for students who get bored of English vocabulary and grammar drilling practises for it can expose them to a more realistic language learning activity that they will never find in the textbook-based language teaching (King, 2002). Using descriptive qualitative research, this study aimed to describe the procedure of the use of animated video in teaching introducing family members of grade seven students at Al-Falah junior high school. The results of the observation showed that the teacher used animated cartoon to teach English in line with the procedure proposed by Kuriyama (2007). Furthermore, the questionnaire figured out that almost all students agreed that there was a need to use animated video in teaching English for several reasons. In conclusion, the teacher used animated video in such a way proposed by the experts on the previous study.

Keywords: Animated Cartoon, Integrated Learning, Introducing Family Members

INTRODUCTION

To those EFL learners in Indonesia, mastering the language skills is very important. They are also required to be able to use English well. These necessities force students to integrate their receptive and productive skills to successfully build an interactive communication as it is designed in the current curriculum of Indonesia recognised as *Kurikulum* 2013. This new curriculum was developed by using scientific approach; which requires students to be more active, integrated learning and theme based material or it is well known as thematic learning materials.

To achieve the goal of integrated learning, it is important to feed students with proper input to get a good output. This sort of issue, concerning on the proper input for students, has now come to be one of the biggest problem for EFL teachers including in Indonesia (Kerner, 2008). The provision of authentic materials has now been regarded as the key to overcome this problem. However, providing authentic learning materials that fit to students' needs is a big deal for different individual owns different types of learning materials (Kerner, 2008). This idea leads EFL teachers to figure out some new learning materials that can engage and expose students to the essence of language use.

The use of video in EFL teaching and learning process has now been a popular topic to be taken into account. Kerner (2008) believed that viewing a segment of video as a medium to teach English is beneficial for it contains authentic materials where the language is used in its function as a means of communication. Besides, it is also believed to be an effective form of immediate shared experience (Tuncay, 2014).

Furthermore, video is believed to be a more dynamic medium of EFL teaching rather than pictures and audio recording since it presents English in real life context rather than in the artificial situations (King, 2002). Instead, using video in teaching EFL is also a refreshing learning experience for students who get bored of English vocabulary and grammar drilling practises for it can expose them to a more realistic language learning activity that they will never find in the textbook-based language teaching (King, 2002). However, for the popularity of videos in the internet, teacher should be able to select the videos that match to the curriculum (Tuncay, 2014).

Animated video has nowadays been considered as one of the wise choices to be used as a medium in teaching English. Students at their early age like watching animated video. Hence, animated video can be used as a medium in teaching English. Mayer (2001) proposed that learning a language should follow the way the format of human mind's work, verbal and visual. He also proposed that if this two-way learning material is used, it will be a mutual input for both psychological development and educational practice. Therefore, using animated video would be beneficial for students.

Related to the integrated teaching and learning process, EFL teacher in Indonesia should now move on from the teaching of the language skills into separately the integrated one. In its usage, the use of video in teaching EFL places listening to be the predominant skill among others. However, students also get more benefits on the other skill and understanding about what the speakers in the video mean for they are helped by the existence of the three-dimensional scenes rather than through listening to an audio recording track (Allan, 1985). Another skill such as speaking and reading can also be integrated into the teaching process by using videos. Students' speaking skill can be increased by the introduction of the new vocabulary that exists in the video. Furthermore, by looking at the new vocabulary provided by the teacher, students at the same time do reading activity. Finally, they will have a lot easier image in their head to be done as a writing activity.

However, this piece of medium in teaching English has yet been popular in the practice of EFL teaching in Indonesia. In some other countries, it has been investigated that the use of animated cartoon can raise students' performance in both receptive and productive skill. In this case, the researcher found that a Junior High School teacher that basically teaches based on the guidance of *Kurikulum 2013* claimed that her students showed a better performance after the practise of EFL teaching using animated cartoon medium. Therefore, there is a need to investigate how the teacher uses animated video in teaching English in an integrated way and figure out students' point of view on the use of animated video as a medium in teaching English.

METHOD

This study used descriptive qualitative research design and was conducted at SMP Al-Falah Deltasari, Sidoarjo because one of the English teachers used animated video in teaching English and claimed that it worked out. Besides, the teacher also claimed that the students found it interesting using this type of medium. In choosing the sample, the researcher used a purposive random sampling. Hence, thirty female students of seven-two class were chosen since they are believed to be able to provide the relevant information for this study.

This study used two instruments. They field notes and a set of questionnaire. Field notes were used to cto narrate the procedures of using animated video as a medium in teaching English. While a set of questionnaire was used to explore students' responses towards the use of animated

video in teaching English. A qualitative data analysis proposed by Wolcot at Ary, et al (2010) was used in this study as describe and highlight, analyse and identify patterns, contextualize and display findings to analyse the data.

RESULTS
The Use of Animated Video in Teaching English

The non-participatory observation was conducted in two meetings. The aim was to narrate the teaching activity which used animated video as a medium. It was figured out that in the first meeting, the teacher taught 'how to introduce yourself' as it is the first part of the learning unit. Firstly, the teacher explained the learning topic.

After that, she played a video clip. It was the alphabet song. This song would help students to be able to spell their names. After that, the teacher wrote some names on the board and randomly chose some students to spell those names.

In the whilst-activity, the teacher played a recording containing several dialogues about 'introducing yourself'. Then, she asked the students to listen to the recording and repeat it for three times. This repetition was aimed to help students comprehend the content of the dialogue and the expressions of introducing yourself used in the dialogue. After that the teacher gave students some times to ask for question.

Finally, as the post activity, the teacher asked the students to make a dialogue in pairs talking about 'introducing yourself'. They were given 15 minutes to make a dialogue. After 15 minutes, they are randomly chosen to come forward to practice the dialogue in front of the class.

Since the researcher did not find the use of animated video in teaching English in the first meeting, the researcher continued the observation in the second meeting. In this meeting, the teacher started the teaching activity by explaining about introducing family. It is the second part of unit three. In this occasion, she explained several vocabularies related to the family such as nuclear family and extended family and their members and several expressions that are used to introduce family members. To assure students understand well, the teacher provided them an example of written introducing family member on power point slides. Besides, in she also explained about the use of simple present tense to explain what the family members do. For example, 'Yuni is my older sister' 'She studies at SMAN 1 Sidoarjo'. This all was done as the pre-activity.

In the whilst-activity, the teacher played an animated video about introducing family members. Before playing the animated video, the teacher explained some rules in watching the animated video. While the animated video was being played, the teacher asked students to take notes about some information exist in the video. She repeated playing the animated video for three times because the students asked for repetition. After that, the teacher asked students several questions related to the video of introducing family members. And students answered those questions very well.

In the post activity, the teacher grouped students into six groups containing five students in each. Then, she asked them to divide their selves into father, mother and children. She also told them that they may use any names instead of their names in that group. The students were given 10 minutes to make a dialogue about introducing family members.

After 10 minutes, the students were asked to demonstrate introducing family in front of the class. It took about 7 minutes for all of the groups to introduce their family members in group in front of the class. For the post activity, the teacher asked the students to introduce their family members on a piece of paper. In this activity, the students are given 10 minutes to write about introducing their family members. Finally, the teacher closed the second meeting and asked students to submit their written work.

Students' Responses

A set of questionnaire was distributed to the students at the end of the lesson. it is described as follows:

Question one asked about whether the use of animated video in teaching English is important. 25 students of 30 said that it is important and there is a need to use animated videos in teaching English because they felt that it helped them understanding the learning materials easier. It is also interesting, engaging them to know the real use of the language, and motivating. While the remaining said that it is not important to use animated video in teaching English for learning is a matter of concentrating so they do not need to be entertained. Some of the five students do not like watching animated video.

The second question asked whether the animated video helped them understanding the learning materials about introducing family members. 28 students of the 30 said that it helped them understanding the learning materials for some reasons. First, it is authentic. It means that they could know the real English instead of the English spoken by their English teacher. Besides, the animated video helped them understanding the learning materials better than the conventional media since it is engaging and interesting. While the other two students said that it did not help them since they had got the

materials of introducing family members since they were in kindergarten. Then, it was easy for them to master it.

The third question asked whether the students found any difficulties to gain some information within the animated video. 11 of the 30 students said that they got it difficult to listen to since the character in the animated video spoke too fast and the sound was not so clear. The problem about the sound may come from the audio which was only one audio available in the classroom. While the others said that they did not get any trouble at all.

The fourth question asked students' point out view about whether there is a need to use animated videos in teaching English for other topics. 26 of 30 students stated that there is a need to use animated videos in teaching English for other topics because it helps student to understand the topic easier. Instead, it will not make them bored since it is interesting, engaging, relaxing and motivating. While the others said that there is no need to use animated video in teaching English anymore because they felt that they prefer to learn in such a serious environment.

Question number five asked about the advantageous of using animated video in teaching 'introducing family members' if it had really been useful for them. The whole class stated that it was useful and helpful for them in mastering the learning materials. There are several advantageous mentioned by them. First, they felt that they can easily master the learning materials because they can see the video while listening to the sound. It helps them to understand how to introduce family members because the animated video showed them the practice of introducing family members. Besides, they also felt that it motivated them that made them enjoy their study.

Question number six, emphasized question number four, asked whether there is a need to use various animated video in teaching English. 29 students stated that there is a need to use various animated videos in teaching English for several reasons such as it motivates them and eases them in mastering the learning materials. Besides, it also takes them out of the boredom of learning in conventional ways. However, there still one student believed that it is not necessary to use animated video because she thought that there are only some units that needs to use animated videos but others don't.

The last question asked about students' opinion on their preference on the use of conventional way and animated videos in ELT. 28 students preferred to use animated videos rather than the conventional way for it helps students understand the learning materials easily because it is interesting and engaging. While the two other students preferred to use conventional way because they believed that only some learning units that are appropriate to be delivered using animated videos.

DISCUSSION
The Use of Animated Video in Teaching English

It can be inferred from the field notes that the teacher had used animated video in teaching English well because she followed the order proposed by Kuriyama (2007). First, in designing the learning activity, the teacher had picked the appropriate animated videos in teaching English especially in teaching introducing family members. It was appropriate because it uses authentic English. It contained some information about introducing family members. Its duration is short. This picking up video is as similar as the one proposed by Kuriyama (2007).

In the whilst-activity, the teacher explained briefly some rules before watching the animated video. For instance, the teacher explained several expressions that are commonly used in introducing family members. This is in line with the second step proposed by Kuriyama (2007).

After giving some guidelines, the teacher introduced the animated video briefly. She told several clues in watching the animated video and asked students to take some notes related to the family member explained in the animated video. This activity is in line with the Kuriyama's third steps.

Afterwards, the teacher played the animated video for several times. Sometimes she stopped at and repeated some particular parts that contained students' learning materials about introducing family members. This was aimed to sharpen students listening skill. The purpose of this particular scene repetition is in line with the fourth and fifth procedure proposed by Kuriyama (2007).

After watching the animated video, the teacher gave students some times to ask for questions related to the introducing family members. This was aimed to help students answer the confusion that they found in the animated video. This activity followed up the sixth procedure proposed by Kuriyama (2007) that is known as setting a time for reflection.

In the post-activity, the teacher divided students into several groups. She asked them to make a temporary family. One should be a father. Others should be a mother and children. They might use any name familiar to them. Then, the teacher asked them to introduce their family members in front of the class. This activity was aimed to make students share their knowledge they got from the animated video in introducing family members in their group. This is in line with the seventh step proposed by Kuriyama(2007) .

The last procedure applied by the teacher is that a writing task. In this writing task, students were required to introduce their family members. At first, they are required to draw their family trees in a piece of paper. This was aimed to help students know the position of their family members. Then, they are given some times to write down the introduction of their family members. This final procedure followed up the last step proposed by Kuriyama (2007).

Furthermore, in designing the teaching and learning activity, the teacher followed some points proposed by Slattery and Willis (2001). The teacher considered her students as young learners because they are ranged from 12 to 13 years old kids based on Brumfit (2001).

Since young learners have limited attention span, the teacher used animated video which has the length of one minute and forty seconds. Then, they are exposed to the real use of the language in introducing family members as they worked in group and demonstrated the introducing of family member in front of the class. It was considered to help students get exposed to the use of the language because they are less shy than adult learners. Besides, the teacher also praised their performance and gave students some rewards because she knew that young learners respond well to the praise and rewards.

The use of animated video was based on the idea that young learners have a very good imagination and are very good at imitating. It was also expected to make students imagine and know the real use of the language and imitate how the language is used in the animated video. Furthermore, the repetition of particular scene in the animated cartoon was done to fulfill students understanding on the introducing of family members learning materials since young learners love routines and repetition. Based on the analysis above, it can be concluded that the teacher had used the animated video in teaching introducing family members correctly and appropriately based on the guidelines in using animated video as the teaching medium and the activity designation based on the TEYL.

Students' Responses

A set of questionnaire was used instead of observation to figure out students' point of view on the use of animated video in teaching English. Question one revealed that 25 students of 30 said that it is important and there is a need to use animated videos in teaching English. They said so because they felt that the animated video helped them to understand the learning materials easier. It is also interesting, engaging them to know the real use of the language, and motivating since they did not get bored because it is entertaining and educating. While the rest, five students, said that it is not important to use animated video in teaching English for some reasons such as learning is a matter of concentrating so they do not need to be entertained. Some of the five students do not like watching animated video. And some of them cannot understand the conversation very well because the character in the video speaks too fast. It shows us that young learners really have a good imagination, enthusiastic and love routines (Slattery & Willis, 2001)

The first question basically has answered the second question that asked whether animated video helped them in learning English. We can infer from the first question that the answer is yes it helps them for some reasons that fit to the characteristics of young learners. The next question revealed that eleven students got it difficult to listen to the video. In contrast to the eleven students, the nineteen students did not get any trouble at all. It seems that the eleven students were those who sat on the back of the class that made them heard the sound unclearly.

The questionnaire also asked whether there is a need to use animated video on the other time in teaching English. It revealed that students wanted to use animated video in teaching English for other topics because it helps them understand the learning materials. Besides, it is also interesting and motivating. Finally, the questionnaire revealed that students preferred to use animated video in the process of teaching and learning English rather than the conventional way. It shows us that animated video is educating, engaging, and English promoting that is appropriate to be used for young learners.

REFERENCES

Allan, M. (1985). *Teaching English with Video*. Essex: Longman.

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8 ed.). Wadsworth: Cengage Learning.

Brumfit, C. (2001). *Individual Freedom in Language Teaching: Helping learners to Develop a Dialect of Their Own*. Oxford: Oxford University Press.

Kerner, T. (2008). *Using Video to Increase Language Performance*. Paper presented at the ERIC Journal.

King, J. (2002). Using DVD Feature Films in the EFL Classroom. *The Weekly Column*(88).

Kuriyama, S. (2007). *iMovies and the new horizons of academic presentation: A practical introduction*. Paper presented at the Seminar.

Mayer, R. (2001). *Multimedia Learning Department of Psychology University of California*. Santa Barba, USA: Cambridge University Press.

Slattery, M., & Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press.

Tuncay, H. (2014). An integrated skills approach using feature movies in efl at Tertiary level. *TOJET: The Turkish Online Journal of Educational Technology, 13*(1), 56-63.