



THE USE OF ANIMATION VIDEO AS ONLINE LEARNING MEDIA TO TEACH ENGLISH FOR YOUNG LEARNERS

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ABSTRACT

During the pandemic of COVID-19, all teaching and learning activities had to be transformed into distance-learning or it was called Learning from Home. This immediate shift required all parties including teachers, parents, and students to be able to cooperate well. However, the implementation of this new learning method did not just run smoothly. Many factors influenced the effectiveness of Learning from Home, one of them was students' motivation to learn. Students, especially young learners, would be motivated to learn if the media used and the teaching method are interesting. Thus, in this research, animation video was developed as the online learning media for young learners. This research aimed to find out the effectiveness of animation video for teaching English to young learners viewed from the teachers and parents' perspective. This was qualitative research with a descriptive approach. The data was obtained through observation, questionnaire distribution, and interviews. Then, the data was analyzed by data organization, data reduction, data description, data interpretation, and data validation. The result of this research revealed that the role of animation video as online learning media for young learners is effective to motivate the students to learn. It is expected that the result of this research may add scientific knowledge especially in the field of teaching English for young learners.

Keywords: *animation video, teaching English for young learners, learning media, online learning.*



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1. INTRODUCTION

1.1. Introduction

During the pandemic of COVID-19, all teaching and learning activities must be conducted online. This provision was applied not only for elementary school, junior high school, senior high school, and higher education but also for kindergarten and early childhood education. Therefore, the Ministry of Education and Culture made regulation of distance learning through Circular Letter Number 4 the Year of 2020 about the Implementation of Education Policy during the emergency period of Corona Virus Disease (COVID-19) outbreak.

As the follow-up of this provision was also called Learning from Home which was regulated in Circular Letter Number 15 the Year of 2020 about the guideline of Learning from Home implementation during the outbreak of Corona Virus Disease (COVID-19). In this circular letter, it was mentioned that one of the purposes of Learning from Home was to ensure that the students got their right to learn during the pandemic. Furthermore, it was also stated that the principle of Learning from Home was to give meaningful learning experiences for students without burdening them to accomplish all the learning outcomes. The learning method used was distance learning conducted online or offline.

What means by online learning was a learning design in which the implementation uses internet connection and the teacher, and the students meet virtually, or the interaction is held through online media whether synchronously or asynchronously. Meanwhile, offline learning is a learning system in which the teacher visits the students at home one by one or by making a group shift to minimize the crowd. Here, the teacher used learning media such as worksheets, props, realia, and others provided by the teachers (Harahap, Dimiyati, & Purwanta, 2021).

The implementation of Learning from Home for young learners was commonly conducted by giving learning tasks through parents' groups via WhatsApp, Facebook, and Short Message Services (Ndeot, Jaya, & Bali, 2020). Based on observation conducted by the researchers, it was found that the teachers shared the theme and the learning activities in the group every day. Then, the parents were required to report their children's work by submitting photos, videos, or voice notes. Additionally, the parents needed to go to school once a week to submit the weekly worksheets and take other worksheets for the upcoming week. The assessment was conducted by giving qualitative and supportive feedback. There was not any numerical or quantitative score for young learners.

The change of learning method from face-to-face learning to be Learning from Home required good cooperation from all parties, including teachers, parents, and students. Here, the teachers designed the learning activities and conducted the assessment, meanwhile, the parents guided their children to learn at home (Harahap et al., 2021). This shift of role did not just run smoothly. The role of parents cannot be replaced by anyone, including teachers. Likewise, the role of teachers cannot be replaced by parents. Oktaria stated that from 10 parents only 3 can provide conducive learning conditions at home (Oktaria & Putra, 2020).

Many factors were influencing the effectiveness of Learning from Home, one of them was the students' motivation to learn. This was a challenge for the teacher to be creative and innovative in designing the learning activities. One of the ways was by utilizing interesting learning media. There are many types of media such as visual, audio, and audio-visual. The use of media plays important role in the teaching and learning process. By using media, the teacher's explanation can be more easily understood. Moreover, interesting media may attract the students' attention. Specifically for young learners, they tend to be interested in pictures, music, and various colors. This may make the children enthusiastic about learning.

The media that captures all those elements is animation video. Animation video is a media combining moving pictures, texts, and graphics integrated with sound and voice (Satyawati & Yulia, 2018). The learning media in the form of video can be shared easily via the internet. This was suitable with the situation in which the learning activities were conducted online (Pate, Heathcote, Simons, Leake, & Moseley, 2020). Some research proved that the use of animation

video was effective to improve the students' vocabulary mastery as well as motivate them to study (Sartika, Siregar, Tobing, & Fitri, 2021; Syarifudin & Muhammad, 2018). However, none of them use animation videos as online learning media for young learners.

Considering this idea, this research aimed at investigating the use of animation video as an online learning medium to teach English to young learners. Since there is no numerical score for early childhood education, this research focused on the teachers' and the parents' perspectives toward this media. This research found out the strengths and the weaknesses of the use of animation videos from teachers' and parents' points of view.

1.2. Research questions

Is animation video effective to be used as online media to teach English to young learners?

1.3. Significance of the study

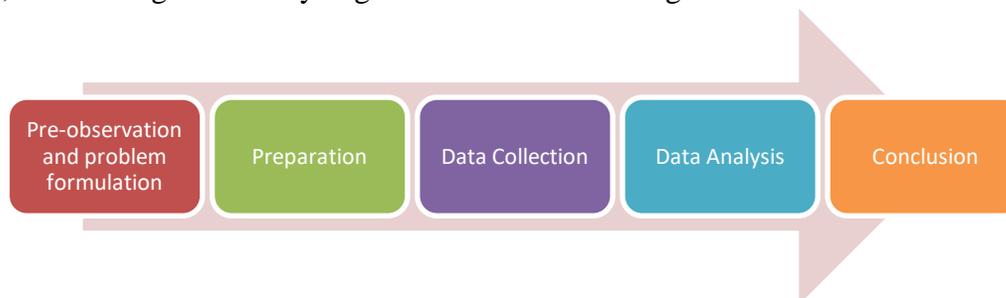
The result of the study can be the option for teachers in choosing learning media for young learners. Moreover, it may broaden the scientific knowledge of academics, especially in the field of teaching English for young learners.

2. METHOD

2.1. Research Design

This research was qualitative with a descriptive approach. Descriptive research is a research method that describes and interprets an object as it is. Descriptive research is generally carried out with the main objective, which is to systematically describe the facts and characteristics of the object or subject being studied appropriately (Syafuruddin & Adriantoni, 2016).

This research studied the teachers' and parents' points of view toward the use of animation video as online learning media for young learners. The steps of the research included pre-observation, preparation, collecting data, analyzing data, and drawing the conclusion. On the pre-observation stage, the researchers observed the implementation of Learning from Home without any intervention. From the result of observation, the existing problem was formulated, and the solution was offered. Next, in the preparation stage, the researchers made the research objectives, searched related literature, designed the research method, and prepared the instruments. Then, the researchers, collaborating with the teachers, introduced the animation video to the students, and observed the implementation of animation video in the teaching and learning process. After the final test, the researchers collected the data by interviewing the teachers and some of the parents. Finally, the last stage was analyzing the data and concluding.



Picture 1. The Scheme of the Research Procedure

2.2. Samples/Participants

The population of this research was students of Kindergarten and Early Childhood Education School in Purwokerto. As many as 25 students were chosen as the research sample by

using cluster random sampling. It is a technique of sampling taking by choosing a group randomly (Sukardi, 2019).

2.3. Instruments

The instruments used in this research were animation videos, a questionnaire, and an interview question list. The animation videos were made by the researchers as the solution offered for the existing problem. The questionnaire was used to know the teachers' and the parents' perspectives toward the use of animation videos, and the interview was used to follow up the data obtained from the questionnaire, to get more detail and deeper information.

2.4. Data analysis

To collect the data, the researcher used data triangulation which is a technique of combining some methods in collecting the data to study the related phenomenon (Harahap et al., 2021). The data triangulation used were observation, questionnaire distribution, and interview.

In analyzing the data, the steps included data organization, data reduction, data display, data interpretation, and data validation. To validate the data, the researchers confirmed the result of data analysis to the respondents to ensure that the interpretation was correct.

3. FINDINGS AND DISCUSSION

3.1. Findings

As explained in the introduction that based on the pre-observation, it was found that the implementation of Learning from Home was conducted by utilizing WhatsApp group as the media of communication between parents and teachers, and worksheets as the media of students' independent learning. This implementation has followed the guideline of Learning from Home stated in Circular Letter Number 15 the Year of 2020. However, especially for English subjects, the materials provided were limited to exercises on worksheets. There was no exposure or materials explanation from the teachers. This was necessary considering that not all parents master English well. Thus, it would have been better if there was an example from the teacher before the students did the worksheets.

Considering this problem, the researchers offered a solution by helping the teachers in providing English learning media. The media developed was animation video. The researcher chose animation videos because the learning target was children in which they tend to be interested in pictures, music, and various color. Moreover, the funny characters in the animation were expected to be able to attract the students' attention and motivate them to study.

The videos were made by using two applications, *zepeto*, and *kinemaster*. First, the researchers made the animated characters by using *zepeto*. Here, the researchers chose the physical appearance, adjusted the gestures, and recorded the audio. Then, the videos made in *zepeto* were edited by using *kinemaster*. Here, the researchers added the background, music, transition, other effects.

The materials presented were adjusted with the syllabus used at school. Before the videos were shared with the students, they were reviewed by the teachers to make sure that it was appropriate with the learning outcome.

The use of animation videos to teach English to young learners was evaluated at the end of the semester by distributing the questionnaire to the teachers and parents. The purpose of this

questionnaire was to know their perspective toward the media developed and its effectiveness. To support the data obtained, an interview was conducted with some teachers and parents. The respondents were chosen randomly based on the informed consent signed. Following is the summary of their responses.

Table 1. Percentage of the Evaluation of the Use of Animation Video to Teach English for Young Learners from the Teachers and Parents' Perspective

No.	Questions	Very Bad		Bad		Enough		Good		Very Good	
		T	P	T	P	T	P	T	P	T	P
1	What is your general opinion about animation video made by the researchers?	-	-	-	-	-	20%	14%	40%	86%	40%
2	Are the animated characters and illustrations used suitable for children?	-	-	-	-	-	20%	43%	40%	57%	40%
3	Is the quality of the video good enough? (Pictures, audio, animation, etc.)	-	-	-	-	-	20%	29%	40%	71%	40%
4	Can the use of animation videos motivate and attract the children's attention to learn?	-	-	-	-	-	20%	57%	20%	43%	60%
5	Is the vocabulary used appropriate with the theme of the learning?	-	-	-	-	-	-	29%	60%	71%	40%
6	Is the vocabulary used easily understood?	-	-	-	-	-	20%	57%	40%	43%	40%
7	Is the pronunciation of the words clear?	-	-	-	-	-	20%	43%	60%	57%	20%
8	In your opinion, can the use of animation video improve the students' vocabulary mastery?	-	-	-	-	-	-	57%	80%	43%	20%
9	In your opinion, is the animation video developed by the researchers appropriate to be used to teach English for young learners?	-	-	-	-	-	-	57%	60%	43%	40%

T = teachers P = parents

Based on the result of the questionnaire and interview, it was obtained that the average of the teachers' and parents' responses was good. Their responses ranged from enough to very good. Generally, 86% of the teachers and 40% of the parents stated that the videos were very good. About the quality of the videos, 71% of the teachers mentioned that they were very good, and so did 40% of the parents. Most of the teachers (60%) agreed that the videos were very good to motivate and attract the students' attention to learn. In line, the parents (43%) stated that how the videos motivate their children was very good. Then, 80% of the teachers and 57% of the parents agreed that the students' vocabulary mastery was improved. So, overall, 60% of the teachers and 57% of the parents claimed that the videos developed by the researchers were appropriate to be used to teach English for young learners.

3.2. Discussion

Based on the data collected, it was revealed that animation video is effective to be used as online learning media for young learners. This was inseparable from the important role of learning media and how the media was chosen.

Children are dependent on adults. In every activity, they still need guidance from an adult, as well as in learning. The role of teachers, in this case including their creativity and patience, is absolutely important. Although children are in their golden age, in which they can absorb new knowledge better and easily, they have limitations in the ability to concentrate, and also the tendency to be bored and forget easily (Kurnia, 2017). Thus, learning activities should be designed interestingly and enjoyable (Alrasid, 2015).

This research focused on the use of learning media to support the effectiveness of Learning from Home implementation. The use of learning media should not only be able to deliver the learning message well but also should be able to motivate the students to learn. In the process of teaching and learning, learning media plays an important role and gives some benefits, such as (1) attracting attention, (2) stimulating interest, (3) being able to reach broader audiences, (4) adjusting the learning environment, (5) concretize abstract ideas (Wirawan, 2020).

Considering the importance of the role of learning media, animation video was chosen as online learning media for young learners. In designing a learning media, there are several things to consider, they are (1) analyzing the characteristics of the students, (2) stating the learning objectives, (3) selecting the learning method, materials, and the media itself, (4) utilizing the method, materials, and media, (5) requesting the students' active participation, (6) evaluate and revise the use of the media (Syahril, 2018). Animation video was chosen because the learning target was children in which they tend to like imaginative things, colorful and full of cheerful music. Animation video can be defined as a media combining pictures, text, graphics and completed with music and audio (Satyawan & Yulia, 2018).

The result of this research was in line with some previous research that has proven that animation video can improve the students' vocabulary mastery as well as their learning motivation (Laksmi et al., 2021; Sartika et al., 2021; Syarifudin & Muhammad, 2018). Besides, the combination between visual, audio, and text also enable the students to comprehend new vocabularies learned easier (Mubarok, Sundari, & Wahjuningsih, 2013). Therefore, in this research, the use of animation video was effective as the online media for teaching English for young learners.

4. CONCLUSIONS

4.1. Conclusion

Based on the explanation above, it can be concluded that online learning for young learners has its challenge so that different approaches, methods, and media are required. The appropriate use of learning media has a crucial role in determining the success of teaching and learning activities. This research proved that animation video is an effective learning media to be used to teach English to young learners.

4.2. Suggestions

Having given the benefits of learning media in teaching, teachers, especially young learners teacher, are suggested to be creative and keep innovative in developing learning media and

animation video can be an option of interesting learning media. Additionally, other researchers and the academic community were expected to keep developing learning media to create more innovative and interactive learning media for students with different characteristics such as for an adult, for students with special needs, and so on.

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