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العدد التاسع

عشر

تعليم اللغة الإنجليزية للطلاب الصغار من خلال مقاطع الفيديو المتحركة كوسيلة تعليمية عبر الإنترنت

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المستخلص :

خلال فترة جائحة كورونا وبسبب الحجر الصحي المفروض على المواطنين بشكل عام . كان لزاما على المدارس تحويل جميع الانشطة المدرسية والتعليمية الى (التعلم عن بعد). والذي يعرف باسم التعلم المنزلي لذلك استوجب هذا النوع من التعلم والتحول المفاجئ تعاوننا من جميع الاطراف المعنية . وبالأخص الطلاب و المعلمين واولياء الامور . لكن مع ذلك .فأن الاعتماد على الاستراتيجية التدريسية الحديثة لم تكن خالية من العيوب والشوائب والتحديات .مع هذا كانت احدى الاساليب المحفزة للطلاب و كذلك ادى الى مستوى درجة جودة التعليم .بحيث اصبحت هذه الاستراتيجية المستخدمة مثيرة ومنجذبة لدى الطلاب وبخاصة الطلاب الفئات العمرية الصغيرة للتعلم اكثر . مما ادى ذلك التحول الى انشاء فيديوهات الرسوم الكرتونية المتحركة في الدراسة كوسيلة تعليمية عبر الانترنت للطلاب الفئات العمرية الصغيرة من و جهة نظر المعلمين واولياء الامور . كما ان هذه الدراسة تسعى الى تحديد فعالية مقاطع فيديو الرسوم المتحركة على الطلاب الصغار



وبخاصة لتدريس صفوف اللغة الانكليزية . اما طبيعة الدراسة كانت نوعية و وصفية في طبيعتها . حيث تم جمع البيانات من خلال الملاحظة و توزيع الاستبانة والمقابلات .بعدها تم تنظيم البيانات و وصفها وتفسيرها والتحقق من صحتها قبل اجراء المزيد من التحليل .كما اوضحت نتائج الدراسة الى ان استخدام مقاطع الفيديوهات الرسوم المتحركة كشكل من اشكال وسائل التعليم عبر الانترنت للطلاب الفئات العمرية الصغيرة هي طريقة مفيدة لتحفيز الطلاب على التعليم ورفع مستواهم العلمي.

الكلمات المفتاحية: فيديو متحرك ، تعلم عبر الإنترنت ، تعليم اللغة الإنجليزية للطلاب الصغار .

Teaching English Language to Young Students through Animated Videos as an Online Learning Media

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مجلة العلوم الأساسية

للعلوم التربوية والنفسية وطرائق التدريس للعلوم الأساسية

Abstract :

During the COVID-19 pandemic, all teaching and learning activities were required to be converted to distance learning, which is commonly known as Home Learning. This sudden adjustment necessitated excellent cooperation from all parties involved, notably teachers, parents, and students. However, the adoption of this new teaching strategy was not without its challenges and implications. The degree to which students were motivated to study was one of many factors that affected how well learning from home worked. If the teaching strategy and the medium utilized to deliver the lesson are engaging and interesting, students—especially young ones—would be encouraged to



learn. As a result, animation video was created in this study as the online learning medium for young students. From the perspectives of teachers and parents, this study sought to determine the efficacy of animation videos for teaching English to young students. The study being conducted was qualitative and descriptive in nature. The data was gathered through observing, the distribution of questionnaires, and preliminary interviews. The data were then organized, reduced, described, interpreted, and validated just before further analysis. The findings of this study indicated that using animation videos as a form of online instruction for young students is an excellent way to motivate them to learn. It is believed that this study's findings will be beneficial to add scientific knowledge, particularly in the area of English language teaching for young students.

Keywords: animated video, online learning, and teaching English to young students .

1.1.Introduction

All activities associated with teaching and learning must be carried out online during the COVID-19 pandemic. This provision was applicable to early childhood education in addition to elementary school, secondary school, high school, and higher education as well. As a result, the implementation of education policy during the emergency period of the Corona Virus Disease (COVID-19) pandemic was regulated by the Kurdistan Ministry of Education and Higher Education into the year 2020 .

As a continuation of this provision, Home Learning had been regulated in the year 2020 regarding the application of Learning from Home guidelines during the Corona Virus Disease (COVID-19) outbreak. One of the goals of learning from home, as stated in the regulations or guidelines of the Ministry of Education and Higher Education, was to help ensure that pupils received their proper right to learning throughout the outbreak of the pandemic. Moreover, it was mentioned that the guiding principle of learning from home was to provide students with worthwhile learning opportunities and experiences without placing undue pressure on them to achieve all the



outcomes of learning. Distance learning, either online or offline, was the manner of instruction.

Online learning is a type of instructional design where the teacher and students communicate using synchronous or asynchronous online media while using an internet connection to carry out the implementation. In contrast, offline learning is a system of learning in which the teacher makes individual or group visits to the students' homes in order to reduce crowding. According to Harahap, Dimiyati, and Purwanta (2021), the instructor employs worksheets, props, realia, and other teaching aids for this specific case .

Young students' learning tasks were frequently distributed through parent groups via WhatsApp, Facebook, and short message services when learning from home was implemented (Ndeot, Jaya, & Bali, 2020). The teachers shared the learning activities and the theme in the group every day, according to the researchers' observations. Then, the parents were asked and encouraged to provide voice recordings, videos, or images to document their kids' work progress. Besides, the parents had to visit the school once a week so they could submit the weekly worksheets and get new worksheets for the following week. Feedback that was constructive and qualitative was provided during the assessment. For young students, there was barely any numerical or quantitative score.

Face-to-face instruction will be replaced with other learning techniques. All involved parties, including teachers, parents, and kids, have to work well together in order for Home Learning to be successful. Here, the parents assisted their children in studying at home while the teachers created the learning activities and carried out the assessment (Harahap et al., 2021). This change of roles did not occur effortlessly. No one, not even teachers, can take the position of parents. In the same vein, parents cannot take the position of teachers. According to Oktaria & Putra (2020), only three out of ten parents can create an environment that is favourable to learning at home. The students' motivation to study was one of many elements that affected the success of learning from home. The teacher found it difficult to be innovative and creative when designing the learning activities. One method or strategy was using engaging learning media. Using engaging educational media was



one strategy. There are many different types of media, including audio-visual, audio, and visual. Animation is also described as pictures that appear and have motion. It is described by Harrison and Hummel (2010) as a brief overview of a sequence of static images used for simulating motion. What is more, the process of teaching and learning is significantly impacted by the usage of media. The teacher's explanation can be more easily comprehended by utilising media. Moreover, engaging media could catch students' attention. Young students, in particular, have the propensity to be fascinated by images, music, and diverse colours. The children may become more enthusiastic to learn as a result of this .

Animated video is the form of media that best represents all of those elements. Animated video is a type of media that combines sound and voice with moving pictures, texts, and graphics (Satyawati & Yulia, 2018). Sharing educational video content online is simple and convenient via the internet. This was appropriate considering the circumstances surrounding the online learning activities (Pate, Heathcote, Simons, Leake, & Moseley, 2020). According to some studies, the use of animated videos helped students learn more words and increased their motivation to study (Sartika, Siregar, Tobing, & Fitri, 2021; Syarifudin & Muhammad, 2018). Nevertheless, none of them make use of animated videos as online learning media for young students.

In light of the aforementioned idea, this study aimed to investigate the usage of animation videos as an online learning medium for teaching English to young students. This study concentrated on how teachers and parents view this medium because early childhood education does not have any numerical score. This study identified the strong points and weak points of using animated videos from the perspectives of both teachers and parents .

1.2. Research Questions

Is utilising animated videos as online media for teaching English to students effective?

1.3. Significance of the Study

The study's findings may provide teachers with some options when selecting learning media for students who are young. In addition, it could



expand academics' scientific knowledge, particularly in the area of teaching English to young students .

2. Methodology

2.1. Research Design

This study used a descriptive approach and a qualitative design. In a descriptive study, an object is described and interpreted exactly as it is. According to Syafruddin and Adriantoni (2016), the primary goal of descriptive study is to properly and systematically describe the facts and characteristics of the object or subject that is investigated.

The present study investigated how teachers and parents felt about using animation videos as online learning media for young students. The research process includes steps such as; pre-observation, preparing, data collection, data analysis, and conclusion drawing. The researchers observed Learning from Home being implemented at the pre-observation stage without any involvement. The existing problem was identified as a result of observation, and a solution was provided. Next, at the stage of preparation, the researchers created the study's objectives, looked through relevant literature, designed the method of research, and prepared the study instruments. Then, the researchers introduced the animated video to learners while collaborating with the participating teachers, and they observed the animation video as it was implemented in the process of teaching and learning. After the last test, the researchers conducted interviews with some parents and the teachers to collect data. Finally, the last stage was to analyse the data and draw a conclusion.

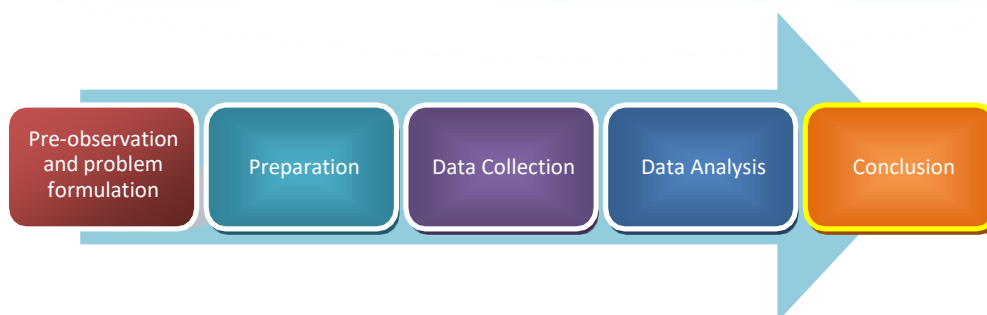


Fig 1. The Stages of Research Procedure Scheme



2.2.Samples/Participants

Students in early childhood education schools and primary schools in Erbil City, Kurdistan Region, Iraq, comprised the population of this study. The study sample was narrowed down to (25) students using single cluster random sampling. It is a sampling technique where a group is randomly chosen (Sukardi, 2019) .

2.3.Instruments

A questionnaire, animated videos, and an interview question list were the instruments of the current study. The researchers created the animated videos as a proposed solution for the current problem. The questionnaire was conducted to know the perspectives of the parents and teachers toward the use of animated videos. The interview was utilised to follow up on the data acquired through the questionnaire, to gain deeper knowledge and more detail.

2.4.Data analysis

In order to collect the data, the researcher utilized data triangulation, which is a strategy for combining various data collection methods to explore connected phenomena (Harahap et al., 2021). Observation, distribution of questionnaires, and interviewing made up the data triangulation method . Organizing data, reducing data, displaying data, interpreting data, and data validation were all processes in the analysis of the data. To guarantee that the respondent's interpretation of the data was accurate, the researchers validated the outcome of their data analysis.

3.Findings and Discussion

3.1.Findings

As previously pointed out in the introduction grounded on pre-observation, it was discovered that the implementation of learning from home was carried out by using worksheets as the medium for students' autonomous learning and WhatsApp groups as the means of communication between parents and teachers. This implementation complies with the Ministry of Education's Circular Letters of Distance Learning Guidelines of the Year 2020. However, the materials offered, particularly for English subjects, were restricted to worksheet exercises. The teachers didn't provide



any exposure or explanation of the materials. Considering that not all parents master English effectively, this was important. Therefore, it would have been preferable if the teacher had provided an example before the students completed the worksheets.

The researchers proposed a solution for this problem by assisting the teachers in delivering English learning media. Video animated media was developed. The learning objective was young students, who often have an interest in music, pictures, and different shades of color. For this reason, the researcher chose animated videos. Moreover, it was hoped that the animation's funny characters would grab students' attention and encourage them to study.

Zepeto and Kinemaster were used to create the videos as two different applications. First, the animated characters were created by the researchers using Zepeto. In this case, the researchers selected the physical appearance, recorded the audio, and adapted their gestures. After that, Kinemaster was used to edit the videos created in Zepeto. The researchers put together a background, a transition, music, and additional effects .

The materials were modified in accordance with the school's curriculum. The teachers checked and reviewed the videos to make sure they matched the learning outcome before they were shown to the students.

At the end of the semester, a questionnaire was given to the teachers and parents in order to evaluate the effectiveness of using animated videos for teaching English to young students. This questionnaire was designed to learn about respondents' perspective of the media's development and effectiveness. An interview with several teachers and parents was done to support the data that was acquired. According to the signed informed consent, the respondents were selected at random. Here is a summary of what they stated.

Table 1. Percentage of Teachers' and Parents' Perspective Evaluations on the Use of Animation Video for Teaching English to Young Students

No	Items	Very Bad		Bad		Enough		Good		Very Good	
		T	P	T	P	T	P	T	P	T	P
1	What do you think generally about the animated videos made by the researchers?	0%	0%	0%	0%	0%	20%	16%	40%	84%	40%



2	Are the illustrations and animated characters used appropriately for young learners?	0%	0%	0%	0%	0%	20%	44%	40%	56%	40%
3	Is the video's quality good enough to be effective? (Illustrations, sound, animation, etc.)	0%	0%	0%	0%	0%	20%	28%	40%	72%	40%
4	Can the usage of animated videos inspire and grasp the attention of children to learn?	0%	0%	0%	0%	0%	20%	56%	20%	44%	60%
5	Is the used vocabulary appropriate with the learning theme?	0%	0%	0%	0%	0%	0%	28%	60%	72%	40%
6	Is the used vocabulary easy to understand?	0%	0%	0%	0%	0%	20%	56%	40%	44%	40%
7	Are the words pronounced clearly?	0%	0%	0%	0%	0%	20%	44%	60%	56%	20%
8	Do you think that animated videos can help students to learn more words?	0%	0%	0%	0%	0%	0%	56%	80%	44%	20%
9	Do you think that the researchers' animated videos are appropriate to be used to teach the English language to young students?	0%	0%	0%	0%	0%	0%	56%	60%	44%	40%

(T) refers to teachers, whereas (P) refers to parents.

The average of the responses from the teachers and parents was found to be positive according to the questionnaire and interview results. Their answers varied from enough to very good. The videos were generally rated as being very good by 84% of the teacher participants and 40% of the parents. When asked about the videos' quality, 72% of the teachers and 40% of the parents responded to the videos' quality deemed them to be of very high quality. The majority of teachers (60%) believed that the animated videos did a great job of motivating and grabbing the attention of students in their lessons to learn. In line, (44%) of parents stated that the videos' capacity was very good to motivate children. After that, 57% of the parents and 80%



of the teachers believed that the mastery of students' vocabulary was improved. Overall, 56% of the parents in addition to 60% of the teachers agreed that the researchers' animated videos might be utilized to teach English to young students.

3.2. Discussion

According to the collected data, it is indicated that using animation videos as online learning resources for young students is effective. This was inextricably linked to the significance of learning media and the process of selecting those media .

Children rely on adults for everything. They still require adult guidance in every action, including learning. In this case, the teacher's role, including their innovativeness and patience, is entirely significant. Despite the fact, children are in their golden years, when they are better able to absorb new information, they lack the ability to concentrate, are prone to boredom, and are easy to forget. Subsequently, learning activities should be enjoyable and interestingly designed (Alrasid, 2015).

The focus of this study was on investigating how learning media could boost the effectiveness of implementing Home Learning. The usage of learning media should be able to both effectively convey the learning message and inspire students to pursue learning. According to Wirawan in 2020, learning media plays an essential role in the teaching and learning process and provide a number of advantages, including (1) drawing attention, (2) stimulating interest, (3) can reach a wider audience, (4) modifying the environment of learning, and (5) concretizing the ideas that are abstract.

The animated video was selected as the online learning medium for young students due to the significance of the function that learning media plays. There are a number of aspects to take into account when creating a learning media, including (1) analyzing the student's characteristics, (2) stating the objectives of learning, (3) choosing the teaching strategy, supporting materials, and media itself, (4) using the method, supporting materials, as well as media to use, (5) requesting active participation of the students, and (6) evaluating and revising the media used (Syahril, 2018). Children were the target of learning, and they are known to enjoy



imaginative, colorful, and cheerful music. Sherman (2003) noted that videos can intrigue and drive students' interests. The pictures in the video that depict the setting, gestures, environment, and other visual cues can aid students in understanding the message can provide students with the visual context they need for learning a language. This is why an animated video is chosen. Moreover, as stated by Satyawan and Yulia (2018), a medium that combines images, text, and graphics that is finished with music, and audio is referred to as an animation video .

The results of this study were consistent with earlier studies that showed how watching an animated video could enhance students' motivation of learning as well as their vocabulary knowledge (Laksmi et al., 2021; Sartika et al., 2021; Syarifudin & Muhammad, 2018). In addition, Mubarok, Sundari, & Wahjuningsih in (2013) claimed that the combination of visual, text, and audio text helps young students understand newly learned vocabulary more easily. Therefore, in this study, the use of animated videos as an online teaching medium for young students of English was effective.

4. Conclusions

4. Conclusion

It can be concluded from the above discussion that online learning has its challenges for young students, necessitating the use of various approaches, methods, and required media. The effectiveness of teaching and learning activities is greatly influenced by the effective use of learning media. This study established the value of using animation videos as a medium of learning while teaching young students in the English language .

4.2. Suggestions

After discussing the advantages of learning media in the classroom, it is advised that teachers, particularly those working with young students, use their creativity and innovation to create engaging learning materials. Animation videos are able to be a choice of an engaging learning media. In addition, it was intended that academics and other researchers would continue to develop learning media to provide additional innovative and engaging learning media for students with various characteristics, especially for adults, learners with special needs, and others as well.



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