

Integrating Local Cultural Animated Video as a Media in English Language Teaching to Promote Students' Character in Gorontalo Elementary Schools

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Abstract. Attractive media for English as a foreign language at the elementary school needs to be elaborated with the cultural values. The aim is for students to have a fun and authentic learning experience because the media contains culture that they often see and even engage in. At the end, learning media integrated with local cultural values when applied to English learning in elementary schools can support the process of promoting students' characters. This study aims to find an animated video design with local cultural values in English language learning to promote the character of elementary school students in Gorontalo. It focuses on exploring students and English teachers perception towards integrating local cultural animated video in English language teaching media to promote students' character. This study uses Research and Development design in the form of need analysis with mixed method data analysis. The respondents involve are 250 students in fifteen elementary schools in Gorontalo. The researcher uses questionnaire and interview to collect the data. The result shows that the students agreed that integrating animated video in English language teaching and learning are an interesting idea. They preferred choosing traditional games and songs as topics to be learnt with English. Meanwhile, the English teachers believed that the implementation of media or learning resources with Gorontalo cultural values can promote the character of elementary school students. However, teachers were unfamiliar with cultural integration in learning English. They have never found a media or source of learning English that covers Gorontalo culture. The culture that is considered necessary to be integrated together with English learning is Gorontalo tourism spots, and traditional dances and games.

Keywords: *Animated Video, Local Culture, Character Building, ELT*

1. Introduction

English for Young Learners, based on government regulations has become a subject of local content which aims to equip students with mastery of the basics of a foreign language. The principle of learning English for elementary school students (6-12 years old) ideally follows the theory of child learning development proposed by Piaget. He elucidates that elementary school students passing through the stage of thinking concretely, requiring many illustrations, models, pictures, and other activities. Therefore, teachers should use interesting learning media and contain activities based on the surrounding environment (Alfitriani and Harisma, 2018)

The integration of animated video with local cultural values in learning English to elementary school students is an attempt to apply Piaget's theory above. This allows for interesting and fun learning because of the colorful and unique animation display. Local cultural values stimulate students to think concretely because the content of the material is related to real (contextual) activities around them. It supports the process of building the character of children because they become close to and proud of their own culture. This reflects the objectives of the 2013 curriculum which prioritizes understanding, skills and character education, (Wardani, 2017)

Gorontalo has many cultures for elementary school children to learn, such as traditional food, traditional houses, arts, crafts, and traditional ceremonies. Furthermore, Gorontalo is known by the slogan *AdatbersendikanSyara, 'Syara' bersendikanKitabullah*; meaning that customs and culture are always juxtaposed with the Shari'at which is sourced from the AL-Quran. This culture needs to be integrated in learning.

In Gorontalo City, an English teacher integrates cultural values into textbook because it seems that the textbook contents are very monotonous and there is no element

of local cultural values inside. The learning media used are not attractive and even teachers who teach English do not have an English Language Teaching background. This phenomenon is important to find a solution, (Bay, Husain and Mamu, 2018). Furthermore, local wisdom- based English learning has been implemented in junior high school level in Banjarmasin with the integration of Banjar culture, arts, and entrepreneurship into English learning material through media of text and video, (Yamin, et.al, 2016)

Martia and Surya (2017) also argue that in implementing culture-based English teaching and learning, teachers in Yogyakarta have understood about the evaluation of learning based on cultural values, yet they have not used assessment form based on the guide book. It is because the workshop of culture-based education was still not effective yet and they did not find any example of how culture can be integrated in teaching and learning process. Other causes were there was no culture-based text book and media provided by the school and the lack of budget from school to support this model teaching and learning model. (Martia and Surya, 2017)

The specific purpose of this study is to develop an English language animated video design based on local cultural values for elementary students in Gorontalo. This study is important to be carried out because at present there is no video animation based on local cultural values in learning English. It is expected to contribute in improving the quality of English learning in elementary schools based on local cultural values for character building, so that the objectives of the 2013 curriculum are achieved. It is also an effort to improve the mastery of English language, culture, and character education towards children so that they can compete in the future era of globalization

The problem statements of this study are: (1) How do the teachers perceive the integration of video animation based on local

cultural values in English learning to build student character? (2) What are the students' perceptions about the integration of animated video based on local cultural values in learning English to build characters?

2. Method

The method used in this study is development or Research and Development (R & D) since it aims to develop a product that is a video animation based on Local Cultural Values in English Language Learning to build the Character of Elementary School Students in Gorontalo, (Sukmadinata, 2005). The stages are Phase I (year 1), the Exploration Stage in the form of need analysis towards teachers and students perception on integration of animated video based on local cultural values to build the character of elementary school students in Gorontalo. Phase II (year 2) Development Phase is developing a first draft of animated video based on local cultural values. Phase III (year 3), the researcher will conduct an evaluation and refinement of the animated video based on revisions by experts and users, as well as to test the video in several elementary schools in Gorontalo.

Population and Sample

The population are 2422 the number of fifth grade students in 15 elementary schools in Gorontalo. Of this population 10-15% will be taken as sample in this research. Thus, the number of samples were 250 students.

Technique of Collecting Data

This study uses 'mixed sequential exploratory method'. The stage of collecting and analyzing qualitative data will be followed by the collection and analysis of quantitative data. Denzin and Lincoln, (Mahmud and Malik, 2017) stated that the strategy used in one study could be a combination of observation, and document analysis. Data collection begins with the analysis of document used to design interview guides and questionnaire questions. The

collected data was used to design animated video based on local cultural values in learning English in Gorontalo Elementary Schools in the following year.

Research Instrument

The data in this study were obtained through two kinds of instrument, namely the interview protocol instrument to the fifth grade English teacher, and the questionnaire for the fifth grade elementary school students.

Technique of Analyzing Data

Data in this study were obtained from questionnaire analysis and interview results. The questionnaire is a closed statement in the form of a Likert scale with a score interval of 5- 1. Data obtained from the questionnaire will be analyzed using the below formula, while the interview data is described in such a way as to support the data from the questionnaire and answer the problem formulated in the study.

$$P = \frac{F}{N} \times 100\%$$

F: Frequency

N: Number of respondents

3. Findings and Discussion

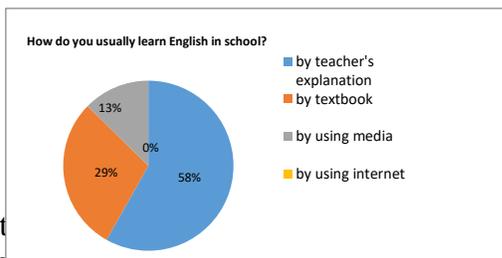
Student Response to Questionnaire

An Overview of English Learning in the Classroom

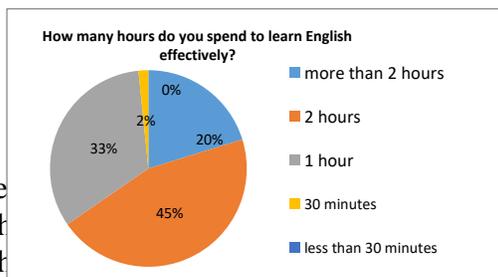
English has become a subject of local content in the 2013 curriculum which is currently used by schools as a basis for teaching and learning activities. As a foreign language, actually, teachers and students have their own challenges during the learning process. In this research, we obtained an overview of the process of English learning in 15 elementary schools.

Overall the method applied by the teacher in teaching English is the direct method that is the teacher teaches the material directly to students without any other intermediaries than books or modules. This

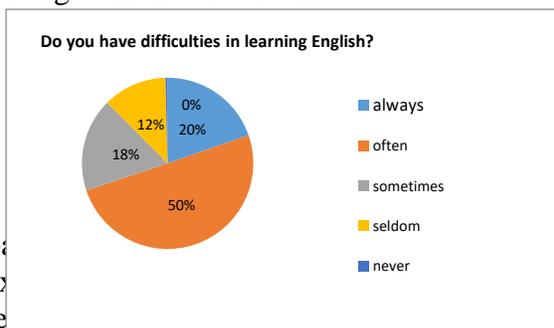
method obtained the highest percentage of 58% of the total 250 respondents or 145 students who answered. Furthermore, teachers use textbooks as teaching aids as much as 29% or 73 answers from respondents. Unfortunately, the use of media and internet gets the lowest percentage of 0%. This shows that the use of media in learning English has never been done by the teacher during the teaching and learning process.



As many as 13% of respondents or 112 students agreed with this, 33% or 83 other students answered that 1 hour was enough to learn English.



Students respond as much as 50% (125) feel that they often and always have difficulties learning and understanding English. The teachers should be able to evaluate teaching and learning activities in English, by implementing several innovative strategies in the classroom.



students out of 250 total students answered

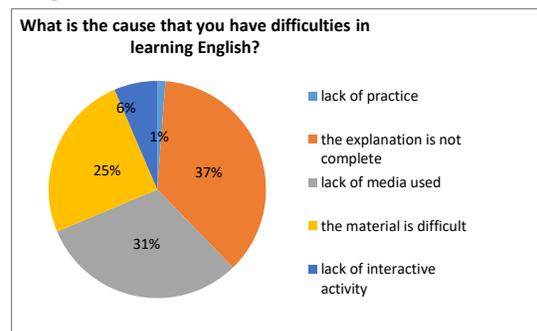
that they had difficulty to understand the material because the discussion of the material was incomplete and 31% or 75 students agreed that the media used was not varied. These two factors considered as important factors and barriers for students to understand teaching material.

Implementation of Media in English Teaching and Learning Process

The function of media in learning English is to make learning attractive. The types of media that can be used are varied such as text, images, video, sound, and or animation. Animated media has several forms for instance in the form of animated pictures that are printed out or inserted into macro flash. This kind of media can be an alternative to support local content learning materials in English, in order to be more effective, efficient, and interactive, (Adam,et. al, 2014)

In this study, we obtained data on the use of media in learning English in 15 elementary schools. As many as 93% or 232 students out of a total of 250 students think that the teacher has never used other media but textbooks. This percentage can be seen in the following diagram.

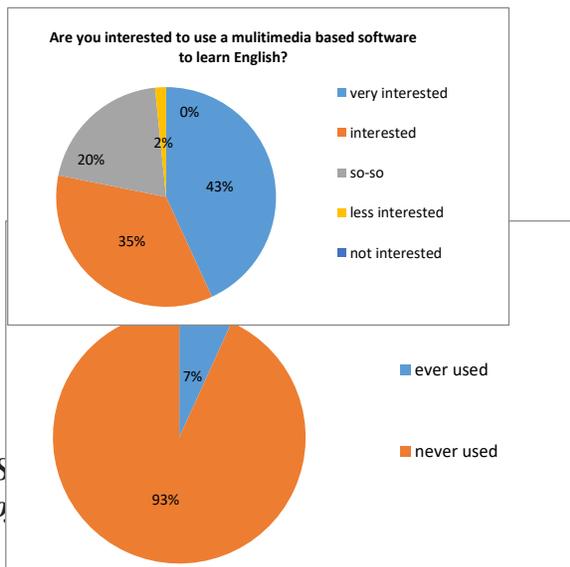
From the diagram above, it is significant that the teachers has never used



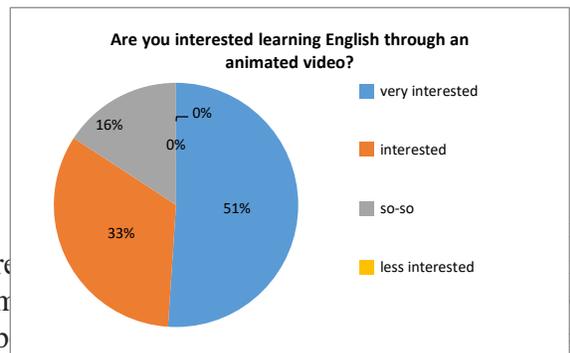
multimedia based media during teaching and learning. This data is the basis for us to develop animated video as a media with elements of local culture for teachers and students so that English learning becomes

more effective. It is because animation is one of the media that can be used to make the learning process more interesting. It will be more interesting for student to learn English than delivering material orally or in static textbooks, (Wardani, 2017)

The students respond their interest in using multimedia when learning English. This can be seen from the following diagram. It shows 43% or as many as 108 students agree that integrating multimedia in learning makes them very interested in learning English. Besides, 35% or 88 students also agreed by expressing interest in using multimedia when learning English.



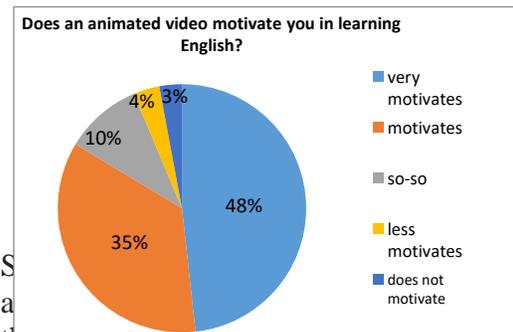
types of multimedia video animation, 51% or 128 students were very interested in using animated video in learning English. This data can be seen in the following diagram.



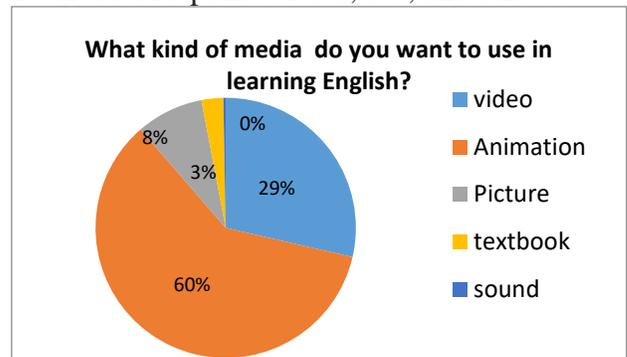
have never integrated them into learning and

tend to depend on textbooks. In fact, elementary school students like something that moves, colorful, and nuances of the game. Thus, teachers must be able to elaborate enjoyable and meaningful learning, enable students to do physical activities, expose something unique and colorful, and educational games.

The benefits for students when learning English with the aid of an animated video are students being motivated because of the unique and interesting appearance of that animated media. 48% or 120 students agree that animated video can motivate them in learning English. The following diagram displays the data.



Students need thought that animation was the most suitable media to be integrated in learning English. While the images, text and sound each received a response of 8%, 3%, and 0.29%.



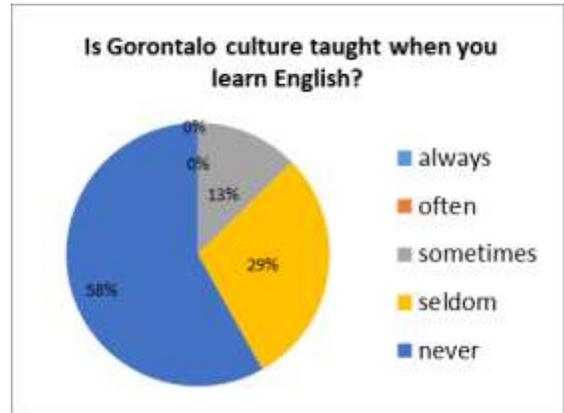
learning. In addition, they believe that these media can motivate them to learn English and improve their English language skills.

Gorontalo Culture in Learning English

The 2013 curriculum focuses on building the character of students. One of the paths taken by practitioners is by elaborating local culture into the curriculum and learning process. However, this learning model has not been maximally implemented in Gorontalo elementary schools. This is the researcher's foundation for analyzing students' needs for the integration of Gorontalo local culture in English teaching and learning.

Based on the result, English teachers in Gorontalo have never integrated Gorontalo culture in learning English. 58% or 145 students responded that the teacher never included Gorontalo local culture values in English teaching material. This data can be seen in the following diagram10.

The understanding of cultural values is believed can encourage students to love and be proud of regional characteristics. Gorontalo itself has diverse types of culture that can be integrated into learning such as traditional food, tourist attractions, traditional clothes, songs, and traditional games. When this type of culture was asked to students, 42% or around 105 students said the topic of traditional games needed to be studied together with English. Furthermore, they like traditional songs as topics in English learning later. While the topic of tourist attractions, traditional food, and traditional clothing got response of 9% and 8% of the total 250 student respondents. This data is displayed in the following diagram.

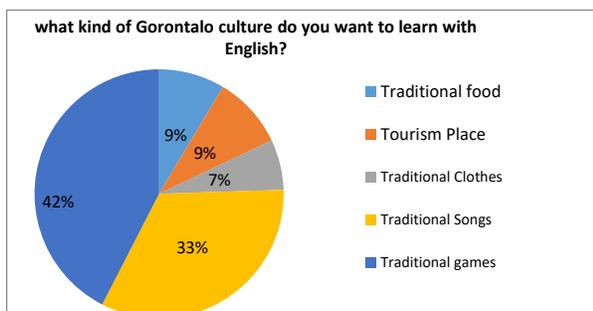


In brief, it can be concluded that in the 15 elementary schools no one has ever elaborated local cultural values in English subject matter. If this learning model is applied, the topics of interest to fifth grade students are traditional games and Gorontaloese songs. This is in line with empirical data that traditional dances, musical instruments and regional games are suitable topics for elementary students, (Bay, Husain and Mamu, 2018)

Results of Interviews with English Teachers

In this study, we were able to interview 15 English teachers from 15 elementary schools in Gorontalo, both private and public. The teachers who participated in this study had teaching experiences ranging from 2-3 years. All teachers stated that they had never used animated video media in teaching English; however only three teachers often used images or sound media downloaded from online websites. Most of them rely on modules or textbooks that are provided from schools without any addition of material from other sources.

The interview with the English teacher aims to get a picture of the teacher's perception of the integration of animated video based on local cultural values in English learning to promote students' character. Data from the interviews are displayed based on the order of the topics asked at the time of the interview.



English Teaching and Learning Planning

The teachers in this study expressed the same ideas about planning an English learning for students. The material prepared before teaching tends to be only from text books provided by the school. However, some of these teachers have initiative to look for additional material from internet sources.

“ [I uses] only the textbook that the school provided. Because in fact, the previous teacher also only uses that book, but if I want to see examples of practice, I look for references from the internet. “ (Participant 3)

“The material is in the form of text. It is usually also in the form of images, ppt, videos. At school, I follow the integrated English language book. But, because the material in the book is limited, so I must find other sources from the internet “ (participant 1)

Organizing Strategies and Media Selection for Character Building

The direct method is the strategy most often applied by teachers to teach English. Occasionally, they also combine it with discussion groups and for media that supports English learning, teachers choose games, puzzles, crosswords, and videos to listen to English songs in other listening activities.

”direct method. The most effective method for children right now is the direct method. Then, I give them assignment” (participant 5)

“ In a group. The students are interested learning English when they are grouped. And because it is a language learning so there must be interaction from students to other students “(participant 2)

“Flashcard, games, songs, videos, comics, and magazines. Comics from those students are also used in story telling activity “ (Participant 3)

“ The best way to teach kids are through games, puzzles, crosswords “ (participant 7)

The main objective of the 2013 curriculum is to build students' character, but in practice there is no clear teaching material aimed at character building. Therefore, the teachers try to implement the formation of character building through learning activities such as through group work or discussions among students.

“the material for character building is not explicitly found in textbook” (participant 7)

“So in that group they cooperate each other, not mocking each other. Although it [character building] is still implicitly applied in learning process“ (Participant 5)

“Most of the characters are related to Collaboration and responsibility “ (participant 6)

Selection of Media or Learning Resources that contain Gorontalo Culture

The implementation of media or learning resources with Gorontalo cultural values supports to build the character of elementary school students. However, teachers are still unfamiliar with cultural integration in learning English. They have never found a media or source of learning English that contains Gorontalo culture.

“Not yet because my target for the students is to master the vocabulary. Not oriented to local wisdom, yet. “ (Participant 1)

“I apply video and image. But the picture is not containing Gorontalo culture” (participant 8)

“Gorontalo culture ?. No, not yet. it's far from what I've done “ (participant 3)

The study of local cultural values that promotes students' character is a popular current issue. The application of cultural values is believed to encourage students to love and be proud of regional characteristics. However, the obstacles faced by the teachers include the lack of cultural-based educational guidance, insufficient examples of cultural integration in learning inside the guidebooks, the unavailability of textbooks and culture-based English learning media. This is in line with the opinions of most of the teachers who were shocked and did not believe that Gorontalo culture could be integrated in English language learning, because basically they had never seen examples of syllabi or textbooks and guidelines about that kind of integration.

Teacher Needs of Gorontalo Culture-based Animated Video as A Media to Promote Students' Character

The result of interview towards the English teacher showed that principally teachers need an interactive instructional media that helps them transfer the content of subject material to the students. Combining the interactive media with Gorontalo cultural content becomes the teachers' expectation to be applied in English learning later.

“Yes, I totally agree because it's very good. So that children also learn the local culture. “(Participant 6)

“ when they learn culture they become respectful to their own culture and can

preserve Gorontalo culture”.
(participant 5)

“ I agree that children are more familiar with their culture, as the material they also discuss with friends about culture by using English”
(Participant 3)

As a result, the culture that is considered necessary to be integrated together with English learning is tourist attractions, dances, traditional games and songs

“Maybe the kids like the tourist attractions. Traditional dances also need to be understood by children. “
(Participant 2)

4. Conclusion

Data obtained from the results of questionnaires and interviews in this study showed interesting results to be concluded as follows.

First, most of the fifth grade elementary school students who involved as respondents in this study agreed that integrating multimedia into learning made them very interested in learning English. When responding to questions about the types of animated video, students are very interested and expecting to use animated video in English learning later.

Second, English teachers in Gorontalo have never integrated Gorontalo culture in learning English. When this type of culture is asked to students, they state the topic of traditional games needs to be learned together with English. Furthermore, they like traditional songs as topics in English learning later.

Third, from interviews with English teachers about the needs of Gorontalo culture-based animated video integration, teachers believe that the implementation of media or learning resources with Gorontalo cultural

values support the character building for elementary school students. However, teachers are not familiar with that kind of integration in teaching and learning English. They have never found a media or source of learning English that covers Gorontalo culture.

In short, basically teachers need an interactive instructional media that helps them transferring content material to the students. The culture that is considered necessary to be integrated together with English learning is tourist attractions, dances, traditional games and songs. Therefore, the researchers are going to develop an animated video which contents local cultural values of Gorontalo to promote elementary students' character.

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